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ABSTRACT

The Cooperative Leadership for Urban Education (CLUE) program, funded under Title III of the 1965 Elementary and Secondary Education Act, tries to find a way of working with students in grades 5-9 that will get them vitally interested and involved in learning, that will develop in them genuine specific skills for continued learning, and that will reduce the boredom (and resulting disruption) of the school day. In this program, students investigate urban living by analyzing newspapers, pamphlets, textbooks, audiovisual resources, library books, and television programs. But most importantly, they use community resource people and sites for first-hand exploration as the city becomes their laboratory. The "Process Model for Student Involvement" has three phases. In Phase 1, "Formulating Program Design," students work to establish the content parameters for the year's study. Phase 2, "Designing Study of Specific Impact Area," lists the steps for organizing and planning an investigation of one important aspect of urban living. The steps and activities for actually carrying out and evaluating a study are specified in Phase 3, "Implementation and Evaluation of Study of Specific Impact Area." (Author/JM)

ED 092650

# THE NASHVILLE CLUE APPROACH TO URBAN EDUCATION

METROPOLITAN NASHVILLE SCHOOLS
Nashville, Tennessee
1973

- Social Studies
- Community Involvement
- Task Groups
- Learning Environment
- Media
- Student Decision Making

Title III, ESEA

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# THE NASHVILLE CLUE

## APPROACH TO URBAN EDUCATION

METROPOLITAN NASHVILLE SCHOOLS

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1973

Title III, ESEA

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A decade ago John Gardner challenged educators with his judgement that "we have been offering our children cut flowers when instead we should be teaching them to cultivate their own plants." In Nashville CLUE, efforts are being made to bridge this gap by providing opportunities for children to be involved at higher levels of decision making than the "cut flowers" level.

Such a program demands changes in the roles of both teachers and students, and to this end a repertoire of experiences has been developed. Urbia has become the laboratory, the satellite classroom, the unit of field experience. Over two hundred locations and satellite teachers are available and in use.

Implicit in the program of Nashville CLUE are the following beliefs: (1) that people learn best by doing; (2) that the life of a city is complex with much interdependence among diverse groups; (3) that the problems of a city are similar to the problems of state, nation, and world; (4) that value judgements are involved in problem resolution; and (5) that the communication capabilities of the emerging citizen must include multimedia.

Experience has taught us that for maximum learning to occur, relationships between students and other people in their environment must be characterized by understanding. Nashville CLUE provides students an opportunity to understand the city in which they live, to "cultivate their own plants," and to better prepare themselves for the responsibilities of adult life.

Elbert D. Brooks
Director of Schools

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# INTRODUCTION

It must be stated that this publication is not just another piece of "educational" material. It is not another library of untested concepts and theories that is generally cast aside by educators and laymen for lack of genuine value. This publication is the result of four years of development and implementation by teachers, principals, and administrators in the Metropolitan Nashville Public Schools. Without their diligent efforts this publication would not have been possible. All participants in the CLUE project have had only one goal during these four years - the betterment of the student. They are to be congratulated for not straying from that goal.

The Nashville CLUE component, with the aid of Title III funds, set out to attack unfavorable student response to the learning environment found in the average school in the city. The CLUE staff and teachers developed models for involving students in learning strategies. As a result of these models, student apathy was changed into positive action and student activism was channeled into responsible student accomplishment.

The Nashville CLUE component involved students in grades five through nine in decision-making situations. Emphasis was placed on skills demanded for working in groups. The social studies was used as a curriculum vehicle. Community involvement was unique in that hundreds of satellite classrooms throughout the city were used.

Valid evaluation methods determined that the program was a success. To everyone involved, there must be the satisfaction of knowing that students' lives were involved in a unique and personal way, and that somehow, the future of education has been touched by the CLUE approach.

# WHAT'S IT ALL ABOUT

What's it all about? It's about some students, some teachers, and some community people in a large urban area who developed some very special relationships. These relationships resulted in some exciting learning experiences for all of us. Because we feel enthusiastic about the ways we've been working together and growing, in the following pages we would like to share with you some ideas about this alternative instructional program and how to go about operating in such a manner.

Perhaps one of the most "creative" definitions of creativity is that it is the art of putting together familiar elements to form some unique combination which is to serve a special purpose. The special purpose for initiating the CLUE program in Nashville was to try to find a way of working with students in grades five through nine that would get them vitally interested and involved in learning, that would develop in them genuine, specific skills for continued learning, and that would reduce the boredom (and resulting disruption) of the school day. We found students tired of sitting passively all day, memorizing textbook "facts," and studying content that had very little importance in their lives.

Many parents and teachers, say the Gallop poll, are worried about "discipline." Many educators are worried about students not "learning how to learn." Community leaders are urging the development of "constructive citizens" and skilled decision-makers. We share all these concerns in addition to ones related to the apathy and frustrations of in-between-agers. Emerging to meet these needs came the CLUE program.

Those of us involved in the development of the program chose the social studies curriculum area as the one which would be easiest to adapt to learner interest or "relevance." What is more significant than studying the immediate urban environment that impacts your life? A great number of social studies leaders have been urging us to do so. Leonard B. Irwin, the editor of The Social Studies, wrote in the February, 1970 issue:

> The pace of learning in the elementary and secondary schools will continue to accelerate. Children (and youth) are capable of learning much more, much faster, than they have done in traditional patterns, and without undue pressure. It will not mean pushing children harder, but using better teaching methods and more meaningful curricula.
>
> The social studies in particular will undergo a radical change of content and approach, dropping much traditional irrelevant material, and dealing chiefly with problems and issues that are directly meaningful to children (and youth).

Study of the urban environment that impacts your life.

In addition to the assumption that "urbia" is an important subject for study, we believe the following ideas about youngsters and learning:

1. People (both students and teachers) learn varied skills of interaction by having many differing situations in which to practice them.
2. People communicate today in many media besides reading; we must consciously develop skills in using these other ways of learning.
3. People learn best by direct experience; first-hand involvement of students in the urban community is desirable.

The developmental program we molded out of these assumptions is capsuled in an outline "Process Model for Student Involvement" that has three phases, moving from problem design through evaluation. The major strategies we recommend are (1) using small problem-solving "task groups" as the basic organizational design, (2) identifying and using "satellite classrooms" in the community as an integral part of the program, (3) teaching students to use a wide variety of media in collecting and reporting data, and (4) continuous building of a learning environment in the classroom which reflects urbia.

In our program, students investigate urban living by analyzing newspapers, pamphlets, textbooks, audio-visual resources, library books, and television programs. But most importantly, they use community resource people and sites for first-hand exploration as the city becomes our laboratory. The social studies laboratory approach requires us to develop budding "social scientists" who can gather data, analyze them, make reasonable decisions based on them, and report them to others.

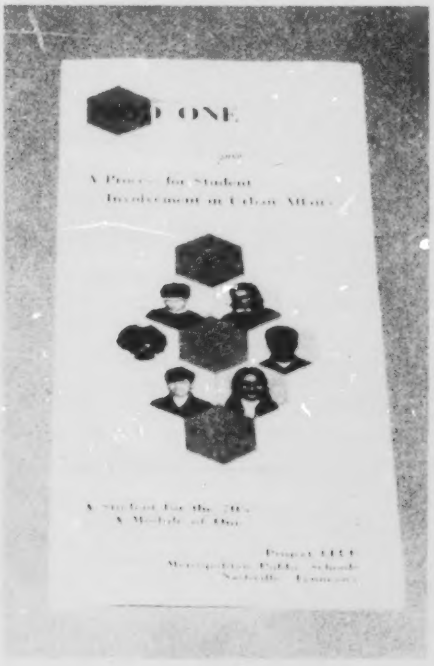
Students investigate urban living through community resource people

As we incorporate our community centrally into the curriculum, interested adults and parents become co-learners and co-teachers with us as we work together in task groups toward the resolution of genuine value issues. As teachers, we too have broadened our knowledge and skills as social scientists and as urban dwellers.

To help you get a clearer idea of how this approach operates, the following pages describe generally how we launch the program, how we pursue a given investigation, and how we evaluate each other and the program.

In the section identified as the "Guide," you will find specific materials we developed to aid us in using task groups, satellite classrooms, and media. Some of these helps will be specific approaches/materials. Others are simply sources which you may use for further

information. Since cost is always an important factor in program development, we are honestly identifying for you a reasonable cost estimate for carrying the program.




What It's All About

HOW DO WE BEGIN?

Let's assume that it's the first day of a new school year. Thirty quizzical faces confront you. These youngsters have been "programmed" for five, six, seven, or eight years in a schooling experience that taught them they were supposed to be quiet, pay attention, listen to the teacher, write in their workbooks, and go through their textbook page by page learning unchangeable "facts." You now are going to ask them to assume many new responsibilities and ways of behaving that probably few have any practice in. Just what are these differing responsibilities and behaviors?

First of all, a student will not be a receptacle for pre-digested information but a processor of information himself. He will become a social scientist. He will work with many forms of primary and secondary source material which he must cull facts and opinions. He will be going into the community to sites that are "satellite classrooms" and getting data by observing adults, interviewing them, and interacting with them on their jobs. He will be learning to put different facts and opinions together in a meaningful way. He will frequently have to communicate findings to others in the class as a part of a small group and to the total group. He will be expected to develop a wide repertoire of skills for communicating. He will be responsible for planning and scheduling a considerable portion of the available class time toward meeting his goals. He will not have the teacher standing over him, telling him exactly what to do or exactly when to do it. His work will be individualized as he pursues an aspect of a problem that no one else is considering.

Besides developing independence and skill as a learner, a student will be interacting with other students, adults, and the teacher in various size groups in task situations, requiring him to develop skills as a responsible, participating group member. Filling such a role requires a student to learn to be sensitive and observant about others' behavior and his own and to give and receive evaluative comments. Sometimes he will work with one other person, sometimes with a small group, occasionally with the total class group.

Students learn to work in small groups.

Finally, a student in this approach is confronting subject matter that isn't "canned" or "dead." It is constantly being created daily by life in the city. A student is part of an urban community himself and therefore is part of the system he is analyzing. Nevertheless, he is likely to be very ignorant of the characteristics and diversity of the over-all community. Participating in such an instructional program requires a student to begin to deal with change and value conflict.

Obviously, if the role of the student is to change in these ways, with his shouldering more responsibility, your role as a teacher will also become different. Perhaps you are already working in this fashion with your students. If you feel, however, as some of us felt, that you need additional techniques to operate in this manner, you may find the Guide section helpful. You too will become an independent, skilled learner, a participating group member and a student of urban living.

We begin a school year assuming that both the students and we are going to need time and practice in identifying and developing these different ways of working together. We also are going to have to spend some time getting acquainted with our city. Therefore, a school year begins with several weeks of orientation procedures (see plan, page 43) that are designed to help us all tool up. In summary, we familiarize ourselves with data-gathering skills, interaction processes and the use of various media as we simultaneously gain an overview of urbia as our content. One teacher set the stage beautifully for this process by creating a learning environment for the first day of school which she describes as follows:

"When the students walked in the first day they were confronted with the kinds of things they would be learning the first six weeks. There were four bulletin boards. One was called 'The Mass Media Are Our Text.' The second was called 'The Social Scientist' and it showed a weird looking fellow in a lab coat; he was doing things with tape recorders and interviewing and things like that. Then on one wall there was a series of pictures of students by themselves and the title of this was 'Man as an Individual.' On the other wall there were pictures of

students in groups and the title of that was 'Man in Groups.' These were the four main themes that I wanted to get across during the orientation procedures."

Now let us examine how you might set up an orientation period. To begin with, you and the students need to have a pretty clear idea of where your're headed during this period. One way to organize it is by posing these basic questions: What is a city? What is a group? How does a social scientist work? How can I communicate with audio-visual media? You should set up experiences to help everyone begin to formulate answers to these questions. The city is of course the content you use as students begin to work: (1) in groups as they analyze the group process; (2) as they begin to practice data-gathering skills; (3) as they begin to understand audio-visual equipment as a means for individual learning as well as group sharing. Suggestions for developing each of the basic questions follow.

Students tell and learn "what a city is."

What is a city? The three major resources you and the students need to share during this time are available print material speaking to the general idea of urbia, various commercial audio-visual materials (movies, filmstrips, pictures, tapes) that introduce the basic concept, and your own impressions, experiences and that of other community adults. This latter-named resource is probably the most important. Give the students early the assignment of producing something that answers "What is a City?" It could be a drawing, photograph, paragraph, or record. (Let them use any media!) Share your ideas. Discuss similarities and differences. Put them on a bus or in cars to take an "awareness trip" to parts of their city they haven't seen or have lacked skills for responding to their significance. Bring a wide variety of resource people from the community into the classroom in order to help you better grasp the diversity of urbia. Have the community people share with you what a city is to them, what their role in an urban community is.

Show them as many films and filmstrips as you can locate that illustrate the concept of urbia. Some we have found excellent include "Our Working World: Cities at Work" (12 filmstrips - records) from Science Research Associates (hereafter referred to as SRA); "Cities: People and Their Problems" (5 filmstrips - records) from the New York Times; and "The Changing City" (8 filmstrips - records) from Ginn and Company. There are hosts of 16mm films available, especially if you focus on a particular city such as New York as a case study. (See Guide) Use photographs from magazines, newspapers or other sources and get students to hypothesize general characteristics.

Read textbooks or other printed matter that generalizes about urbia. The best resource we found was the student resource hardback book to SRA's "Our Working World: Cities at Work." Its introductory resources speak to "What is a city?" "Why is a city?" "Who is a city?" "Where is a city?" Other good general resources include The Social Sciences: Concepts and Values (Harcourt, Brace and World), Level 6, Brown; Towns and Cities (Field Social Studies Program, Field Educational Publications, Inc.); Urban America: Problems and Promises (W. H. Sadlier, Inc.); and Urban America (Scott, Foresman and Company).

By putting together their own personal experiences with that of the diverse resources that are shared during these several days in the beginning, students can adequately develop a concept of urbia and identify basic concerns or problems related to urban living. We start with needs of their own. For example, as a student, "What do I need to live my life in my own city?" We recall the various print and audiovisual resources we've seen. "What did that person in that filmstrip we saw Monday have to have to survive?" "How do his needs differ from my needs?" "What do people need to be happy?" "What do people need to be healthy?" By asking questions such as these, the students pour out a wealth of problems and concerns and characteristics.

What is a group? Everyone is a member of several groups but most of us are not very conscious of or knowledgeable about interaction processes. Therefore, we must introduce features of group dynamics early in the year. To establish awareness of groups and group characteristics, have students list groups they belong to (family, clubs, school classes, churches, sets of friends) and discuss what features any of the groups share. What is

the purpose of each in each group? How do you get to be a member of each? Are some groups more important than others? Are groups or individuals more successful in getting things done? What makes some groups more successful than other groups? This last question is one you will often return to as you cooperatively evaluate group work throughout the year.

After an awareness of group life is established, we give attention to the concept of role behavior. What roles are played in groups? Which ones help a group function well? Which ones retard it? These behaviors can be illustrated through role-playing exercises. Three simulation games for doing so are in the Guide, page 76. Various observation sheets can be used by students to analyze other groups in the classroom or ones they read about and see in films. After roles are clearly identified, ask students to make posters illustrating the behaviors of people playing different roles. Work with students to develop your own observation sheet. Several we developed or found in other sources are located in the Guide, page 136.

Students learn to evaluate role behavior

These two major concepts that all groups have a purpose or task and that role behavior (including leadership) influences group life are carefully, sequentially developed in the Social Science Laboratory Units (No. 5) published by Science Research Associates. These excellent materials include a student resource text, a wealth of application activities in project books and a record set. The teacher's guide identifies many supplemental activities to teach group dynamics. Guidance Associates has a very good filmstrip-record series entited "Guess Who's in a Group?"

As you gather and share information about your city, students can work in various short-term groups for specific purposes to get a feeling for the differences in groups, which you can analyze. Students could prepare questions for resource speakers coming in. They could work in small groups to develop posters on roles or guide for the "awareness trip" or a report on the "awareness trip." These experiences in sub-dividing labor, planning and executing will prepare them to work in long-term problem-solving groups later and will give you opportunities to develop skills as a process consultant.

How does a social scientist work? The concept of a social scientist is clearly and concretely developed in the SRA Social Science Laboratory Units (No. 1). Students learn that a social scientist is a person who studies human behavior by observation, interviews, and questionnaires. These techniques are identified and numerous activities for students to apply and use these skills are provided. Students learn the differences between descriptions, inferences, and value judgements. They begin to practice distinguishing among them in written form, by analyzing pictures and by listening to interviews. Since students will later be making

reports about urban problems that involve value conflicts, they need to learn early how to separate "facts" from "opinions." Additional aides for teaching library research skills, questioning skills, interviewing, making reports are located in the Guide, page 90.

Students as social scientists
study human behavior

All of these skills can be practiced as you initially gather data about urbia. Students can conduct interviews related to attitudes about city living with teachers, parents, and other adults. Questionnaires can be developed related to city problems and benefits. Developing these could be a group project. Observation skills can be applied on the "awareness trips" and with every print and non-print resource used. The techniques and instruments which are introduced during this period will be used continually throughout the in-depth studies later.

Using media in an instructional manner

How can I communicate with audio-visual media? In working with students toward this goal, you will be concerned with acquiring mechanical skills of operating various kinds of equipment and producing various materials. However, more important is learning how to use this equipment for an instructional or reporting activity. In an effort to provide as many options as possible for students and teachers to communicate their ideas and their learnings to others, skills in the area of audio-visual equipment must be developed. Equipment that would be appropriate would include cameras such as simple, inexpensive Kodak instamatics, as well as, more sophisticated movie cameras. Additionally, during this period introduce the use of tape recorders, overhead projectors, opaque projectors, carousel slide projectors, slide viewers, filmstrip machines, and in available film editing and splicing equipment and videotape equipment.

To teach these skills we use community resource people initially. Call in someone from a local photography shop to train a small group in the skills related to using photographic equipment. These students can then become teachers for other students. Involve a parent or two in these sessions and you will have additional adult resources to help disseminate these skills. We use spare closets or workrooms to set up darkrooms for developing black and white film. (There is one process that can be used in the classroom itself.) The processing equipment is not costly and students can easily acquire these skills. However, using parents or aides to supervise the darkroom later is desirable. You might want to develop student specialists for the different kinds of equipment. Several suggestions for implementing these strategies are located in the Guide, pages 98 - 103.

The activities related to social scientist skills are concerned with teaching students the instructional or reporting use of media. They will be learning to analyze pictures and tapes and written reports done by others. They must then learn to produce such reports themselves. As they learn to take pictures, make tapes, create effective posters, they can use these skills in the orientation to the city. They can make photographs on the "awareness trip" and of groups interacting with resource people in the class. They can make posters showing interview and questionnaire findings. They can tape record their group interaction for analysis. They can tape record the "sounds of the city."

Remember that during this period students are just being introduced to many new, somewhat complex skills. Continuous application of these

skills will be a feature of the program and improvement will result. One teacher commented on how she followed up on these introductory activities:

"By the third six weeks we had a wide variety of slides and black and white pictures that we had taken on the initial satellite classroom trips. Some of these were good; some of them were terrible, so the students and photographer and I had a session where we examined all the slides we had taken during the first semester of school. The black and white pictures were put on display and we talked about what makes a good picture and what makes a poor picture and we developed a list of techniques that we should use in the future to insure that we were taking really good black and white pictures and really good slides. I think the kids need to take a lot of pictures first before this kind of lesson is meaningful. It also became more meaningful now because we had our darkroom available and the kids knew that they were going to get to develop and enlarge their own prints and so it really became important that they be able to take good pictures so they would have good negatives to work with."

Students take and evaluate
slides and black and white pictures

All four of the basic questions that have been asked you and your students will confront during the orientation procedures are interrelated. As you investigate urbia and your own community, you will be able to use various size groups in gathering and processing data. Whether students work individually or together, they will apply social scientist skills in getting information. They will begin to use various media in sharing that information with others.

Culminating activities for the orientation period could require students to produce some "how to do it" programmed materials related to one of the four basic questions. If you divide your class into four groups, one could be in charge of collecting and organizing a wealth of materials in the city into a data bank. Another group could produce a learning center focused on "steps in successful group work." A third group could develop materials on ways of interviewing, researching, and questionnairing. And the fourth group could devise a learning center for later references related to media skills. By sharing these introductory experiences, you and the students will be ready for an in-depth investigation of urban living.

HOW DO WE CARRY ON?

Now that we have tooled up, we are ready to get involved in problem-solving studies as social scientists. In "What's It All About" it was mentioned that we have outlined the steps we go through in developing our curriculum in a "Process Model for Student Involvement." (See Guide, page 45) Let us examine each step and some of the activities we use to accomplish each one.

The model has three phases. In Phase I, "Formulating Program Design," we work with students to establish the content parameters for the year's study. We can't possibly "cover" all urban issues so we select those of greatest interest to our students. You would work through this phase only once with a given group. Phase II, "Designing Study of Specific Impact Area," lists the steps for organizing and planning an investigation of one important aspect of urban living. It is a cooperative process among students, teachers and community resources and will be repeated each time a new, general problem area is attacked. The steps and activities for actually carrying out and evaluating a study are specified in Phase III, "Implementation and Evaluation of Study of Specific Impact area." This phase will be repeated several times also.

When you have completed the orientation procedures, you are well on your way to designing the year's program. The activities you shared related to "What is a City?" have carried you through Step 1 which says "students and teacher share information related to cities in general." It is a vital step. You and the students must be working from a base of common information in order to make reasonable, defensible decisions about

what is to be studied in-depth. We have already suggested many procedures for sharing this information: using many print and audio-visual resources, disucssions, making posters or sound tapes or any visual or sound presentation (we call these "audio-visual statements"). You may have taken "awareness trips." Students have worked in short-term groups (buzz groups) to get a lot of ideas in reacting to a movie or planning a questionnaire.

You now have sufficient data to complete Step 2, "students itemize basic concerns or problems related to urban living." In fact, this step can easily be done in the orientation period as a way of summarizing "What A City Is." At whatever point you do this, you get the students through discussions to name the major things people in cities need to have a good life. The lack of these basic needs become problems. Needs are both material and nonmaterial. Students can brainstorm dozens and dozens of things. You can start by having each child make his own list; then interact with a small buzz group to produce a composite list; and finally synthesize a broad picture for the total. The emphasis in this step is on getting as many items out as possible without censoring or evaluating them.

After we get these ideas out common to the group, in Step 3, "students refine basic problem-questions which will comprise the program design." This step is also very critical to the program design for the year. In this step, the students take the items identified in Step 2, which usually are in the form of nouns (people need air, shelter, friends, etc.) and go through the very difficult process of turning them into questions or into problem statements. It is important that the kinds of questions developed be genuine, open-ended, interpretive questions - questions that have value

conflicts inherent in them. Not questions of fact such as "How much money does a policeman make?". But questions such as "Do policemen enforce laws equally?" or "Why do given people want to be policemen?" When we have these questions generated, this will enable us to work throughout the whole rest of the year on an inquiry basis, rather than to simply do descriptive studies. We will gather descriptive data as we work on the inquiry problems, but the inquiry statement is important to cover both.

Students categorize related problems

In Step 4, "students categorize related problem-questions into 'impact areas.'" We use the term "impact area" to designate a category of related questions that have a significant influence on the quality of your life. For example, "housing" could be an impact area referring to such issues as "Can anyone really buy a house anywhere in our city?" "Are public housing units adequate?" "Are there advantages to apartment living?" "How can I finance a house?"

When Step 3 is completed, you will have many such questions as those just listed. Have the students group the questions together that are related and that might be useful to study at the same time or in the same way. Have them identify criteria for the categories or impact areas and decide on names or labels for them. This is a problem-solving process that can most efficiently be done by small groups reporting out to the total group. Whatever differences exist can be reconciled by a teacher-directed total class discussion.

In Step 5, the students make decisions in this phase. "They identify the initial problem to be studied by the entire group of students." They have shared data, they have developed genuine questions of inquiry, they have grouped them through procedures of consensus. Students then identify which problem is most critical, most interesting for the total group to attack first.

Students may not be unanimous in their judgement about which impact area to start with. Some form of negotiation can be used to settle on the first. Students who share similar views can work together to develop a rationale for their choice. Then representatives from each group meet before the whole class to defend their positions. What usually results is the students agree on three or four major impact areas and they then must decide the order in which the areas will be studied.

Phase II is a problem-clarification process of four steps. As in the first phase, you and the students will share information, analyze it and make decisions based on it. As you focus in on one impact area, in Step 6, "students identify what they know, what they need to know, and how to get the information." You can see that this is a very comprehensive

step. It is similar to Step 1 in the previous phase. It is a process that may take several days to complete. Just as when we began to get an overview of urbia in the beginning, we start with where we are now. Let's say the students are concerned with the general problem of law enforcement. We have to begin with the current attitudes and values and information the students already share, already possess or think they possess. By little open-minded questions we get some of their current attitudes and values out on the table. It is very important in this step for the students to begin to deal with a wide variety of resource material. The teacher locates as many possible resources as she can get her hands on, but it is the job of the students to survey the literature so to speak, to preview the films, to dig out the additional information that throws new light on the subject. They begin to concern themselves with what are possible ways we can study this impact area. After some discussion, reading and viewing films, and sharing ideas, again we bring in community resource people, this time as co-planners.

We bring in community resource people

Students will not be cold at this stage, they will have some information from their orientation period in Phase I and from their recent survey of resource materials. They will be able to ask appropriate questions. They will be able to pick the brains of the community people. At this stage our goal is to get the students to really push, to brainstorm, to see how broad the implications of the particular problems at hand are. And in this process, they use the teacher, they work individually, they work cooperatively to determine "What do we know?" "What do we need to know?" "How can we get the information?"

Concurrent with Step 6, in Step 7 "students generate satellite classroom options related to the problem under consideration." As they interact with community resource people, one of the goals we have is to get the community people to help us identify specific places in the city that would be helpful in our problem resolution for students to visit and explore first-hand. Satellite classrooms have a very special meaning for our program. They are specific places in the city where students go to learn. These include housing projects, hospitals, supermarkets, loan offices, water works plants. Any site that has an impact on urban dwellers is a potential satellite classroom. However, making a place a real satellite classroom is a result of cooperative planning between us and the people who work there. By working together, we identify what can be learned at that site through students observation and student participation. We determine what activities adults do there that our students can do. We find out about possible print resources available from them. We learn how many students can be accommodated at once; generally no more than a half-dozen would ever need to go to a single place since different students

are gathering data from different locations. Most important, through this cooperative exchange, they get an understanding of what we're doing and we get a commitment to helping students learn from these community resources. After Step 7, students will be knowledgeable about many places in the community and how they relate to the impact area. At the decision-making point, this information will enable them to select which aspects of the problem are most significant.

Step 8 says, "Students practice data-gathering skills related to audio-visual media." As a follow-up to the introduction of such skills in orientation, students work within the classroom reviewing what they have already learned. The learning center your students produced as a culminating activity in orientation will be in considerable use now. As students are working in the context of a specific impact area, they will begin to anticipate which equipment they will need to use in studying this problem. Some can practice these skills as they record and report activities of other students in Steps 6 and 7.

Step 9, the final one in this phase, provides that "students indicate preferences among options for in-depth study." Students report their activities in Steps 6 and 7 and 8 to one another so that everyone can see the broad range of available ways of attacking the problem. Some of the sub-problems that might be of interest in studying the total problem are identified. Many options will be available for exploration. So, indivisually at this point, each student makes a choice for in-depth study based on his interest.

The six steps of Phase III provide framework for implementing and evaluating a study of a specific impact area. The time required to carry

out these processes varies according to the impact area, the age of the students, the sufficiency of resources. In fact, the planning activities of Phase II are especially important because they help you and the students become aware of resources that are available; sub-problems for in-depth should be partially selected on the basis of accessible information. As in the previous two phases, students gather information, analyze it and make a decision based on it. However, in this sequence of activities, students work in one small task group for whatever period of time it takes to thoroughly research and report their findings. These groups therefore exist for a relatively long duration.

Step 10 indicates that "students and the teacher organize task groups for indepth studies." By this point, students will have considerable general knowledge about the impact area. They will have refined their interest in the area to a sub-problem or two. They will have had a lot of experiences in interacting in groups. They will have worked in groups of various sizes for different lengths of time in working through Steps 1 through 9. Some factors that the teacher and students might want to consider in forming these long-term groups are: the interest of the student in the topic from Step 9, sociometric data, your judgement as a teacher about the skill needs of a particular group, or a particular individual. These groups are formed by shared decision-making. The groups need not be the same size. They do vary in the number of students who belong to them, although no more than ten is recommended.

In their long-term groups, students must first of all "identify what they know, what they need to know, and how to get the information" related to their particular sub-problem. Step 11 is similar to one and

six: concurrent information is shared and the group must select additional sources to consult. As in earlier stages, students work with community people, both inside and outside the classroom. They use their teacher as a resource in helping them identify materials that they can work with. The teacher raises questions to help guide their investigation plans. At this stage, students are having to apply all their acquired skills of group interaction and data-gathering. Growth in these areas is uneven and and developmental. The teacher's role as a process consultant and as a resource person is critically important. These groups must not be left to flounder without any guidance. The teacher should set up some kind of communication system with the recorders of each group so that she can attend to needs.

In Step 11, students plan to sub-divide the labor for data-gathering. They begin to discuss a final, culminating reporting method since this influences the kinds of resources they consult and the types of audio-visual equipment they use.

Steps 12 and 13 are really impossible to separate. In 12, "each task group cooperatively carries out and evaluates planned activities." And 13 states that "students gather data at satellite classrooms." Thirteen is actually part of 12. During these activities, students are implementing the plans they made earlier that are designed to give them enough information to formulate a position on their sub-problem. Visiting satellite classrooms is one means of getting the information. If the problem a group was concerned with was "Are air pollution ordinances protecting Nashville's air?" it is possible that a group would not be unanimous in its final judgement. Because students are confronting a

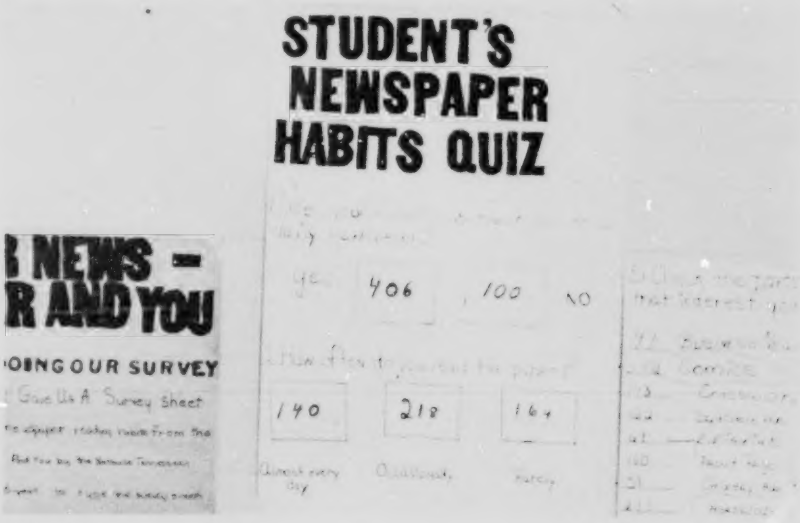
value issue, a majority and a minority report may be issued. The group must discuss the information they collect and evaluate it by applying their social science skills. Members of the group will represent their fellow students at different satellite classrooms to gather needed data.

Visiting satellite classrooms is
one means of getting the information

The number of such community experiences varies according to the complexity of the problem, available time, scheduling difficulties in the school and accessible transportation. Some students might be involved in a given satellite experience for several hours, others for a whole day.

The students bring together all their findings gathered from print materials, audio-visual materials, community people, and their own experiences. They discuss and share their generalizations, formulating

a summary position. They also prepare a means of reporting to the rest of the class. Thus, they are completing Step 14. We have learned that it is important to stress throughout this phase that students are expected to produce a culminating report of some kind, a teaching experience that synthesizes all they have learned. There are so many kinds of reporting. We encourage students to become adept in expressing information and communicating data in as wide a range of ways as possible. They do many kinds of writing. Findings can be written up in many forms: in essays, short stories, diaries, creative writing. They write and produce role-playing exercises, and sociodramas. Many kinds of visual displays have been produced using black and white photographs, drawings that the students make, or graph and chart summaries. Some students have made 8mm movies.




Visual displays are produced by students

Oral forms of reporting include panels and debates. Culminating activities can combine several of these forms of reporting. All groups must conform to the guidelines which the students working as a whole class have determined ahead of time. Whatever form the report of a group takes, it them becomes a secondary resource for other students, and it is a means by which the teacher builds a content file, a data bank on urbia.

Finally, in Step 15, "students cooperatively evaluate their work considering both process and content produced." Although evaluation should be continual in this program design, a given study will conclude with evaluation by the teacher of the students, by students of students, by students of themselves. They use forms that the students themselves produced to evaluate reports and work considering the information gained, how well the information was presented, how significant the findings were. They evaluate their group process continuously but a given study usually concludes with a summary evaluation session, analyzing the strengths and weaknesses of that particular group experience. Several group evaluation forms you develop in orientation can be used during this process. One teacher used the tape recorder very effectively in helping her be a process consultant in her groups throughout their time together, which made the summary evaluation even more meaningful:

"Also another use of the tape recorder was to let a group record its session and then I would take that tape home at night and listen to it and evaluate the group process. I found that in doing this that I had a lot of kids who were very verbal in the groups, who also were not good listeners. They would misinterpret or mishear directions and instructions, and they would cause the whole group to go off base. I was able to tape my directions

to a group, tape a group session, and then let these students hear the difference in their interpretation and what I had said. I was able to get them to see the vital need for good listening. Also it helped me to correct any real disturbances between group members. I could really detect this by listening to the tape at home and I could go back the next day and take steps to ensure the smooth working of a group.

I made each group have at least one tape-recorded session at my discretion and this was part of their overall grade. I would talk to them about what I heard, and what my suggestions were, and I would assign a grade with their help, on their group functioning. All of this goes a long way to ensure that students learn to evaluate their own growth. It creates an atmosphere in which we share what we have learned and how we feel and what we've come to understand about ourselves."

In the next section, evaluation of all facets of the program is discusses in depth. Evaluation instruments for group processes are found in the Guide, pages 127-132. Forms for evaluating student reports are located in the Guide, page 139.

At the conclusion of Step 15, you and your students are ready to begin again with Phase II and a new impact area.

# HOW DO WE ASSESS OUR PROGRAM

Nothing can stir up a heated discussion among a group of teachers more than the subject of grading and evaluation. The accuracy and meaning of evaluation is a problem that conscientious teachers wrestle with constantly. We certainly do not have any magic formula to recommend. We do have a philosophy, however, and we have developed some techniques and procedures that we believe help us to do a better job in meaningful evaluation.

Just as we believe learning should be a cooperative process, so too with evaluation. Teachers and students are simultaneously learners, teachers, and judges of progress in our program. The roles of each are not exactly the same. Teachers always retain the authority of a trained professional. However, students do actively participate in the process.

We also believe that measurement has limitations. Some important things happen within a classroom environment that cannot be reduced to exact quantifiable terms. Students' attitudes toward themselves, other students, and learning are among these factors. There certainly are indicators that distinguish one classroom situation from another, however. Let's now take a look at the role of the student in evaluation in our program, the role of the teacher, and indicators of greater student involvement.

All the teachers who have implemented this program have worked within the usual confines of reporting periods requiring letter grades. They have faced the usual spectrum of student and parent attitudes toward grades, ranging from apathy to concern about college entrance

requirements. We have learned that it is very important to specify and thoroughly communicate to everyone involved exactly what is being evaluated and how it will be done. This can be done for parents by newsletters, at PTA open houses, and by involving them in classroom activities.

The method of arriving at specific letter grades varies by teacher. Yet the key features of the program - task group work, social science skills, satellite classrooms - must be considered by each one. Student growth in each of these areas as well as the quality of the reports they produce are evaluated. We are concerned with both process skills and quality of content.

The role of the student is basically one of giving input; the teacher gives input but also is responsible for making a final determination of a grade for each child. One of the chief contributions students make is by helping develop instruments of evaluation. Creating the instruments is itself a learning experience. After studying group processes in orientation, some fifth and sixth graders worked with a teacher in producing the "Process Observers Checklist" (see Guide, page 136). Students work throughout the program as "process observers" of small groups. By using this checklist and other group observation instruments, they give feedback to their groups to improve their functioning. When one particular group is having difficulty, neutral observers can observe them and report back objective data for the members to consider.

Student ideas can be used to determine the criteria of what makes a good report. After hearing some initial reports, some seventh-grade students made lists of the "good things" and "bad things" about these reports. These factors were grouped and put into a checklist form

(see Guide, page 136). Thereafter, when a student made a report, he knew in advance what he would be graded on. All class members would rate his report as well as the teacher. The teacher then has available his own judgement in addition to a composite from other class members to use in determining a letter grade.

Finally, another important student role is self-evaluation. At the conclusion of an in-depth investigation of an impact area, each student is asked to evaluate his contribution to a group member and the quality of his report. This rating provides another resource for the teacher's consideration.

The teacher's role includes participating in cooperative evaluation in all the ways just outlined for students. In addition, as the classroom leader she sets standards for quality resulting from her professional training. Ultimately, she diagnoses student and group needs and provides the learning opportunities for re-education.

To aid students in functioning in groups, the teacher acts as a process observer identifying and reporting behaviors to the students. She discusses and counsels with them regarding the effects of given behaviors. She suggests alternative ways of organizing and resources to consult. Occasionally, she may have to arbitrarily alter group membership. One teacher used the tape recorder effectively to help her monitor other groups besides the one she worked with during a given class period. She would listen to the tape, analyze it, and she and the group would then discuss together the behaviors of the members and their affect. During each reporting period, all the groups had a session that she tape-recorded to give her concrete data on which to evaluate their interaction skills.

She held conferences with each group to determine letter grades for the members drawing on their self-evaluation, their evaluation of each other, and her own observations and judgements.

The teacher is the final determiner of the academic achievement of each student. Every child works at times individually in helping its group accomplish its task. These contributions are judged for quality. Practice sessions and assignments aimed at developing social science skills are required of each student. One teacher had each student keep a "Social Science Notebook" which she describes as follows:

> During this study they had a required notebook. The purpose for this was that I had not issued any kind of textbook and I could say to parents in a letter and also on the phone if needed that everything that went into this notebook had been checked by me and only the correct work would go in the notebook and this would be their textbook. Students would have to keep up with it for the purpose of mid-term and final exams and six weeks tests. Everything that did go in the notebook was student-produced work. It was graded before it went in the notebook. There was a vocabulary section and in this section were all the social science words like: observe, observation, interaction, interview, inference, value judgement, description, behavior, social science, questionnaires. Each vocabulary work was written on the board by me and the students copied these words so that I could be sure they were correct and I didn't have to take this section of the notebook home each time words were added. I also had a student secretary in each class to make a copy of everything that went on the board in the form of vocabulary words. And these were added to <u>my</u> social science notebook which was available to any child who was absent. This would assure him that he would get the correct thing if he felt his buddy didn't have things right.
>
> Everything in the social science notebook had to be checked by me. And it had to be correct work: this was their text, we could not afford to have any errors in there for them to study from. So when I made an assignment that would eventually be placed in the notebook, I would always collect it and I would grade it. If the student made below an A on it, he could have until the end of that unit (in this case until the end of the first six weeks) to do any work over and he would get graded again and if it was an A it would replace

> the poorer grade already in the gradebook. It would cancel out the other grade. This was an attempt to made them aware that we do have to correct our work and we shouldn't be ashamed to do it and we are rewarded if we correct our work.
>
> Another technique I used to make sure that things that went into the notebook were really good was to have students work together. We would have buzz groups about a topic, for instance, "Interviewing, Do's and Don'ts." We might break up into buzz groups and each group would develop a list of interviewing do's and don'ts. Then we would come back as a whole class, we would share these buzz group reports, we would put them on the board, we would cross out duplications, we would rework poorly-worded sentences and we would get a copy all could understand. This avioded the problem of "Now be sure you get this in your own words; don't get it in the teacher's college level words that you won't understand by the end of the six weeks." So we would kind of group-produce and then I would have our aide make a stencil of this group-produced work which would go into their notebook with "by second period" or "by first period," etc. at the bottom giving them credit for having produced this ditto.

Teacher-developed tests to measure student skill in application of social science techniques are located in the Guide, pages 113-139.

One final aspect of the teacher's role in evaluation is that teams of teachers at the different school centers developed checklists of social science and interaction skills to be sent home with report cards. Traditional report cards do not always specify the factors being evaluated in our program. This effort to communicate student strengths and weaknesses to parents was well received.

We developed several instruments and processes to help us evaluate different aspects of the program including greater student involvement. The "Student Activities Inventory" (see Guide, page 115) provides a picture of the various instructional techniques with which a student has experience. It can be used to indicate greater student participation. As mentioned before, tape-recording or videotaping small groups at work can provide tangible resources for analyzing interaction skills. Social science

skills can be evaluated on the teacher-made tests in the Guide as well as by those included in the SRA Social Science Laboratory Units and by teacher observation. Students and teachers who visit satellite classrooms evaluate the effectiveness of each one on forms produced cooperatively (see Guide, pages 93 -97). In summary, we aim at developing a classroom atmosphere in which everyone has the right to be heard and in which we all develop greater skill in hearing others.

Everyone has the right to be heard

## USE OF THE GUIDE

Hopefully, after reading the CLUE story, one has an interest in the CLUE approach to education. If so, then the guide can satisfy that interest, for its purpose is to supply in detail all the facts about the program. The narrative and the guide are interrelated in that they can be used as a cross reference to each other.

Originally, plans called for the total publication to be in narrative form but one can quickly see that this is not so. Each topic in the guide is divided into three sections. There is an introduction, an outline, and an activities section. This form was decided upon to save the teacher time in locating a particular activity or concept.

The one thing that really stands out for a formal work of this nature is the outline. If you are one of those teachers who have little time to scan writings of this scope, then you can appreciate this form; all the trimmings are taken out. The outline simply informs the teacher of the "how to" part of the program.

In essence, the CLUE staff believe in the program so much that efforts were taken to inform the individual teachers of the benefits of the program in a readable and understanding way.

# PROCESS MODEL

Students and teachers in this program will be able to work from a model that provides a process for involvement. This process for student involvement is implemented after the period of orientation has ended.

It is only after students have acquired skills, learned about their city, become familiar with different forms of media, and explored their community for possible study sites that they begin the task of program design which is the first phase of the model.

The process model follows, showing phase by phase and step by step procedures for developing sequence in going about the work that is to be done in and out of the classroom.

Examples of materials that can be used as procedures for implementing the program are found in the section following the process model. There are many activities that may be used, and those that are identified are only illustrations of those used in the program. You may recognize immediately ways in which you will be able to provide your own activities or games for learning the procedures identified to follow the steps of the model to task completion.

Of course, just completing the task is not the most important part of the model for implementation; the process of involvement, decision-making, working in task groups, and experiencing many unusual activities is the primary objective of the process model. The completed task, however, is not to be slighted because it is in the function of a

completed task that many students rise to the height of their involvement and enthusiasm when their hours of labor appear in the form of a slide show, bulletin board displays, videotape program, or a movie.

As the students and teachers become involved in the process, there is a natural creation of a learning environment in which they work. This environment relects the activities that are going on in the class and informs everyone about what the students are studying. Step by step, students "build" their classroom in living cities that depict the problem of the people in the city through posters, models, black and white picture displays, data banks, and bulletin boards.

This learning environment changes with each task the students engage in. A study of health might include pictures of a trip to a health center, pamphlets obtained from the center, print resources dealing with health problems, audio tapes of interaction with doctors, nurses, ambulance drivers, or Red Cross workers. After students learn what they need from the materials, then other displays replace the previous ones.

We have found in our program that all students can contribute to this ever-changing environment in which students learn from all kinds of media and from everyone in the class. This procedure offers opportunities to students to share their learnings with their classmates, as well as with other classes who learn in that room.

A most important aspect of this procedure is that a student who doesn't like to talk a lot can show pictures or play a tape; a student who writes well can write a report on his experience; a good art student can sketch where he has been or what he has seen. As students get involved

with learning, they also get involved in sharing what they have learned. Skills are developed and refined; new skills are acquired; and student learnings continue to widen into a broad spectrum of skills used as students continue to engage in the process of student involvement.

To give you a better perspective of the program, the process model for student involvement follows, along with the rationale for the process. Also included are the project goals, program objectives, and orientation schema.

## Project Goals of Nashville CLUE

1. Involvement of students in the urban environment as an extension of the school program through the satellite classroom concept.
2. Developing specific skills to aid in interacting with the urban environment.
3. Use of the social studies curriculum to implement the CLUE goals.
4. Implementation of the program for students 9-15 years old.

## Program Objectives For Each Student

1. Developing skills in effective decision-making.
   A. Collecting data pertinent to a problem, analyzing these data, and utilizing them as bases for decision-making.
   B. Recognizing limiting and facilitating factors in decision-making.
   C. Applying skills acquired locally to other geographic areas.
   D. Responding effectively to alternative problem solutions.
2. Developing skills in people-to-people relations.
   A. Acquiring skills for interacting with both individuals and groups.
   B. Developing capability for selection and utilization of appropriate persons in decision-making process.
3. Improving attitude toward the social studies.
4. Applying learning skills independently.

## Specific Skills To Be Acquired

1. Classifying statements as descriptions, inferences or value judgements.
2. Making descriptions, inferences, and value judgements after observations.
3. Becoming more knowledgeable of organized sources of information.
4. Increasing references and interviewing skills required to extract specific information from common sources.

5. Increasing skills in using cameras and tape recorders in the community to record data.

6. Asking probing questions of community resources.

7. Identifying propaganda techniques used in presenting points of view.

8. Identifying kinds of data relevant to a particular issue.

9. Judging whether conclusions are supported by facts.

10. Identifying values implicit in a resource.

11. Increasing skills in using graphs, charts, tables, maps, models, pictures, and demonstrations as a means of expressing data to others.

12. Increasing oral and written reporting skills related to clarity of expression, organization of material and adequacy of content.

13. Increasing ability to formulate a generalization based on available data.

14. Increasing the ability to evaluate generalizations according to inclusiveness, tentativeness, and accuracy.

15. Identifying specific changes needed to alter a situation.

16. Identifying which societal factors would support a particular change and which would impede it.

17. Identifying the decision-makers of a given institution.

18. Producing plans of action that will effect an identified objective.

19. Identifying roles that help a group function successfully.

20. Functioning in roles helpful to group interaction.

21. Sharpening skills of interviewing and questionnairing.

22. Increasing frequency of relevant contributions during group discussions.

23. Listening to others so that one's position can be restated accurately.

24. Asking clarifying questions.

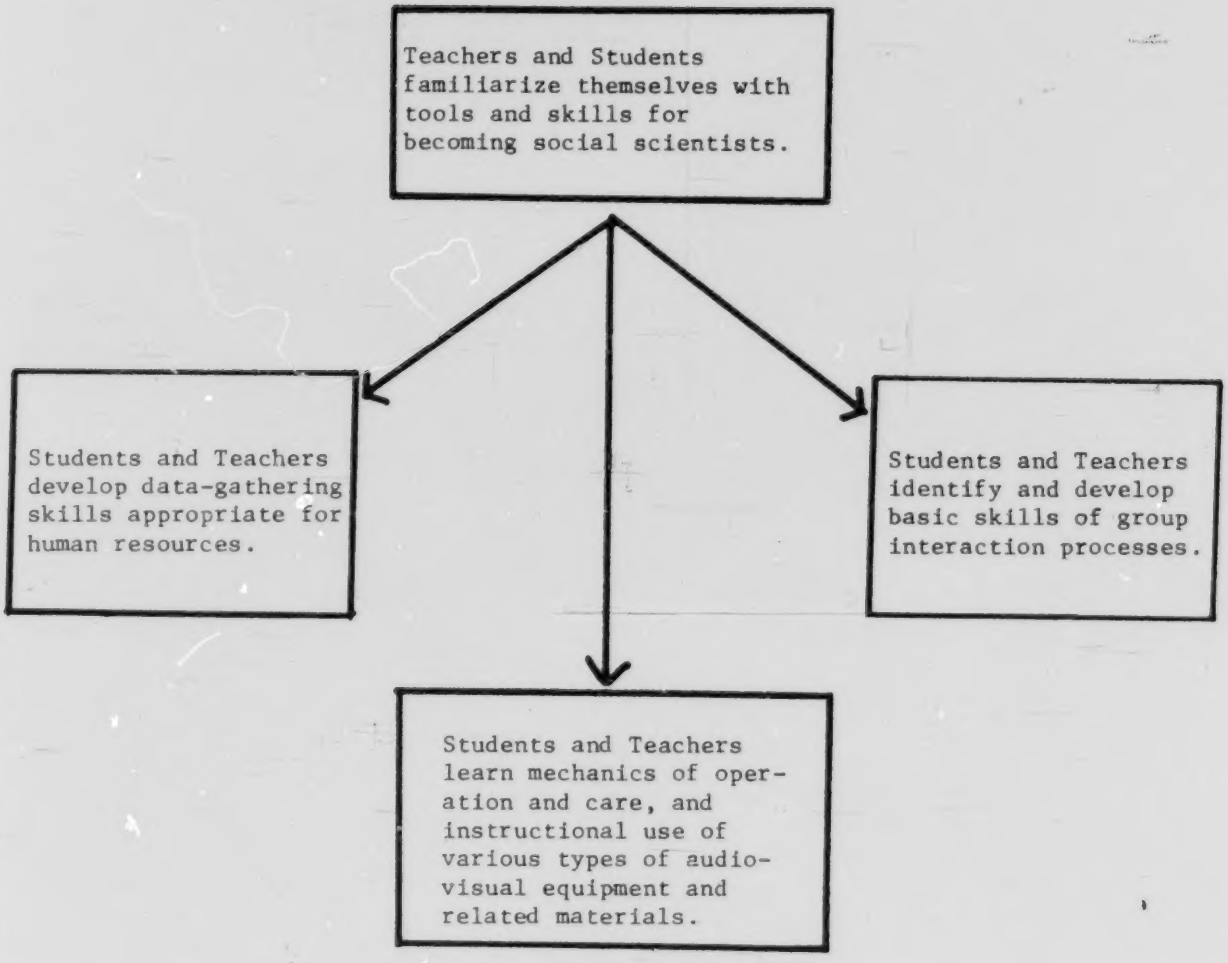
25. Acquiring the skills of functioning as process consultant.

26. Acquiring the skills of functioning as a resource consultant.

ORIENTATION PROCEDURES

FOR

STUDENT INVOLVEMENT


Teachers and Students familiarize themselves with tools and skills for becoming social scientists.
Students and Teachers develop data-gathering skills appropriate for human resources.
Students and Teachers identify and develop basic skills of group interaction processes.
Students and Teachers learn mechanics of operation and care, and instructional use of various types of audio-visual equipment and related materials.

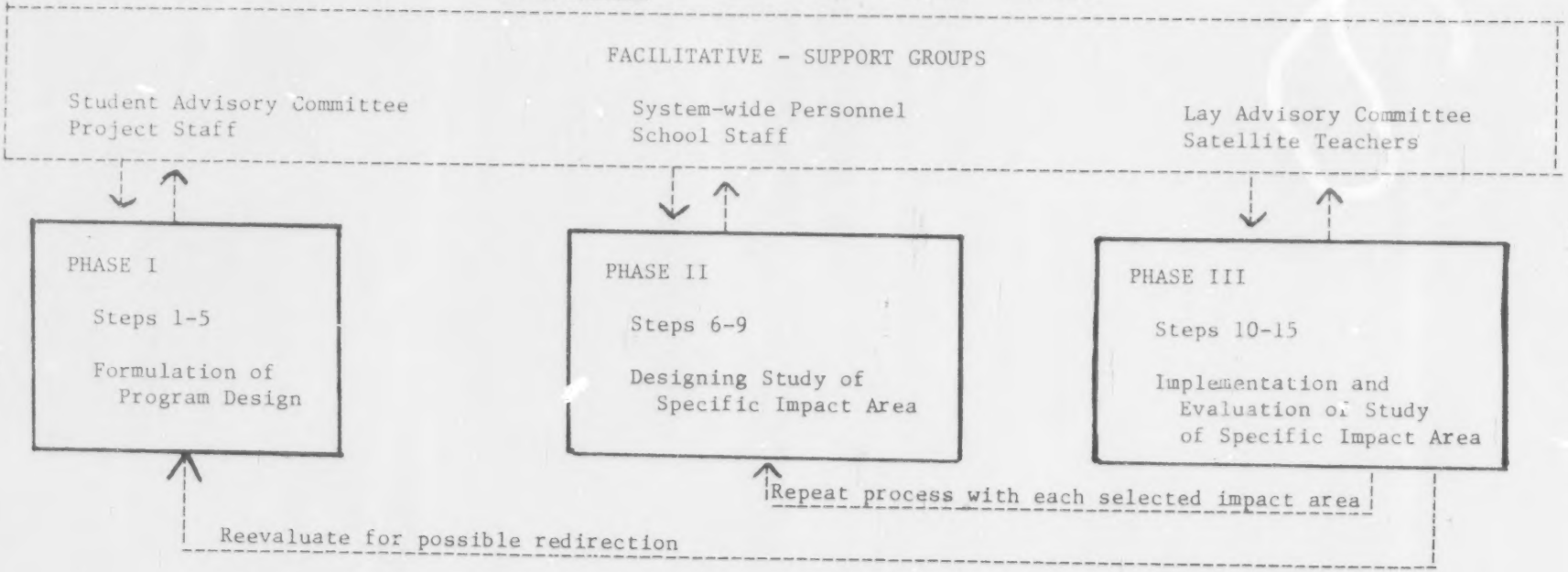
## Rationale For Process Model

The individual student represents the most significant unit in education today. Only as each student acquires the skills of effective interaction with the factors of his environment can he become a fully functioning individual.

The basic organizational strategy being utilized for student interaction and involvement is the "task group." A task group is defined as a functional group in which the traditional authority of the teacher is redefined as that of a participating member and consultant, and in which the active participation and responsibility of the students are increased. The group defines its tasks, develops its own plan of work, acts under its own initiative, and evaluates results. This procedure is developed within the framework of general school policies and the program design. The teacher's role is a vital one and in no sense can there be an abdication of responsibility. The number and type of participants to be involved is determined by the nature of the task to be accomplished.

There are three overall phases of this program. Each phase is comprised of specific sequential steps leading to phase completion. (See chart on next page) The operation of task groups as a basic learning strategy should be identifiable in each sequential step of each of the program phases.

PROCESS MODEL FOR STUDENT INVOLVEMENT UTILIZING
TASK GROUPS AS A BASIC ORGANIZATIONAL STRATEGY




*Phase I - Formulation of Design

Step 1. Share information about cities
Step 2. Identify basic concerns
Step 3. Refine basic problems to comprise program design
Step 4. Categorize related problems into impact areas
Step 5. Identify initial problems within an impact area for study

Phase II - Designing Study of Specific Impact Area

Step 6. Identify present knowledge, objectives and information sources
Step 7. Generate satellite classroom options
Step 8. Practice data-gathering skills
Step 9. Indicate preference among options for indepth study

Phase III - Implementation and Evaluation of Study of Specific Impact Area

Step 10. Organize groups for indepth study of chosen options
Step 11. Identify present knowledge, objectives and information sources related to specific options
Step 12. Plan, evaluate, carry out activities
Step 13. Gather data at satellite classrooms
Step 14. Share findings
Step 15. Cooperative evaluation of content and group process

*Each phase is developed by students working in task groups whose membership regroups as the task changes.

SEQUENCE OF PROCESS MODEL

| PHASE | STEP | PROCEDURE | *SPECIFIC SKILLS |
|---|---|---|---|
| I. Formulating Program Design | 1. Students and teacher share information related to cities in general | Exposure to resource material<br>Discussion groups<br>Audio-visual statements<br>Role-playing<br>Buzz groups<br>Awareness trips | 1, 5, 22, 23, 24 |
| | 2. Students itemize basic concerns or problems related to urban living | Buzz groups<br>Brainstorming<br>Sociodrama | 19, 20, 22, 23, 24 |
| | 3. Students refine basic problem-questions which will comprise the program design | Problem-solving groups<br>Negotiation<br>Consensus procedures | 1, 19, 20 |
| | 4. Students categorize related problem-questions into "impact areas" | Problem-solving groups | 1, 19, 20, 22, 23, 24 |
| | 5. Students identify initial problems to be studied | Negotiation | 22 |
| II. Designing Study of Specific Impact Area | 6. Students identify what they know, what they need to know, and how to get the information | Student-produced audio-visual statements<br>Interaction with community resources<br>Problem-solving groups | 1, 4, 6, 22, 23, 24 |

*The numbers listed in this column refer to specific skills acquired in each phase and step of the process model. Please see page 41 for which skills are being referred to.

| PHASE | STEP | PROCEDURE | *SPECIFIC SKILLS |
|---|---|---|---|
| | 7. Students generate satellite classroom options related to the problem under consideration | Interaction with community resources<br>Problem-solving groups | 3, 4, 6, 21, 22, 23, 24 |
| | 8. Students practice data-gathering skills related to audio-visual media | Role-playing<br>Planning boards<br>Learning centers | 5, 8 |
| | 9. Students indicate preferences among options for indepth study | | 18, 22, 23, 24 |
| III. Implementation and Evaluation of Study of Specific Impact Area | 10. Students and teacher organize task groups for indepth study | Consider student choices in Step 9, sociometric data and skill needs of individuals and groups<br>Negotiation | 18, 19, 20, 22, 23, 24, 25 |
| | 11. Students identify what they know, what they need to know, and how to get the information related to the specific option | Problem-solving groups<br>Interaction with community resources<br>Consensus procedures<br>Task allocation by the group | 6, 21, 22, 24, 25 |
| | 12. Each task group cooperatively carries out and evaluates planned activities | Problem-solving groups with resource and process consultants<br>Individual data-gathering<br>Student-administered evaluation instruments | 2, 4, 6, 17, 18, 19, 20, 22, 23, 24, 25 |
| | 13. Students gather data at satellite classrooms | Observation<br>Interviews<br>Questionnaires<br>Photography<br>Role-Playing | 5, 6, 15, 21, 25 |

| PHASE | STEP | PROCEDURE | *SPECIFIC SKILLS |
|---|---|---|---|
| | 14. The various task groups formulate summary findings and share these with other students | Discussion groups<br>Writing<br>Role-playing<br>Sociodrama<br>Audio-visual statements | 2, 7, 8, 9, 10, 11, 12, 13, 16, 20, 22, 23, 24, 25, 26 |
| | 15. Groups cooperatively evaluate their work considering both process and content produced | Student- administered evaluation instruments | 2, 12, 13, 14 |

## PROGRAM COSTS

Operational costs for the CLUE program do not have to be prohibitive. If the program is adopted at its existing level, cost areas would include pupil transportation, support staff (administrators, support team, instructional aides), consumable supplies and equipment, staff travel, and staff development. The current operating budget would place the per pupil cost at approximately $87, most of which goes to salaries and supplies for pupils. Staffwise, per pupil expenditure includes one administrator, two professional staff members, one secretary, and two instructional aides. Teacher costs are naturally tied to the school system's instructional budget. Federal funds supported this level of operation until the local school system picked up half of the cost. In no way, however, can the program in its original form be implemented unless there is community coordinated activities and transportation assigned to the program schools.

If a school adopts the program, it would be most helpful for a group of (4-6) teachers to have an instructional aide to assist due to the number and variety of activities. This would be in addition to community coordinator and driver. It might be possible to organize this through volunteers but it is almost mandatory that at least one full-time person (non-teaching) be assigned to the community component. By using volunteers and local school funds the program costs are reduced by about 90%.

A minimum approach would be for a teacher to utilize all volunteers, "free" materials, available resources in the community, and by being willing to devote much time to planning and coordinating activities outside the classroom.

Instructional equipment used in the program could include videotape, cameras, projectors, tape recorders, etc. The number and cost of these would be up to the school system's needs, preferences, budget, and buying power. Simple, inexpensive cameras are available for data gathering. Student-drawn pictures/posters may work as well if not better than black and white pictures or slides produced by a camera. The purpose is to get students involved in media in an instructional manner - not to just have expensive equipment items available to enhance a program.

School supply accounts might normally cover the cost of additional consumable materials and supplies and along with free materials from the community, a program can become operative at little cost. If teachers and administrative personnel are resourceful, many consumable materials and supplies for picture making and developing could be free or made available at practically no cost. One school "bought" darkroom equipment, made pictures of parents and students, and sold them to pay off their debts. It isn't impossible to have a variety and diversity of media experiences for children.

## LEARNING ENVIRONMENT

Learning cannot take place in a vacuum. A city, neighborhood, school setting, school administration, parent attitude and student preparation, in addition to your outlook as a teacher, all affect how this project is implemented. No two schools would probably handle this project in quite the same way. That is as it should be. Every teacher needs to account for the setting in which he finds himself before he can establish his classroom atmosphere and procedures. And yet all the elements of the Project - group process, media and satellite classrooms - can be used and have been used for years in various school situations. What is different about this project is that that all three are now being used in a planned and complementary fashion, rather than independently of each other in a casual manner.

Within the school, a teacher would need to account for several elements in order to allow for smooth functioning of his classroom. Perhaps the most important are the administrative attitude and the role of the students. It would be profitable to share setting up the classroom with the help of students since this would give them a feeling of being part of the entire process with a stake in the outcome. Students cannot feel comfortable learning in a situation which is totally and suddenly unfamiliar, and students can help you in determining how much they can absorb or tolerate. For instance, in a school where the lecture process has been traditional and most children have rarely been allowed group or individual responsibility, it would be disastrous for them to suddenly find such a task thrust upon them, since they could not cope with the situation. A slow approach would bring more successful results.

In addition to the role of the students, it would seem particularly helpful to seek the help or advice of the principal, so that he could be made aware of any new experiences that the students would undertake and so that his input into the process could be taken into consideration.

There is, therefore, a need for a teacher to be a good listener, be aware of the need for successful public relations, as well as be aware of what the project goals are.

In order for learning to be most successful, it should be implemented in a total learning environment. It would be more useful to students to know about a facet of the city from various points of view. For example, in studying consumer education, the areas of English, math, science, and even art and music would be relevant. To the extent that the social studies teacher is successful in either involving or coordinating other subject area teachers in his project, the student has increased in-depth and more rounded exposure to the particular topic. Where this is not possible, the social studies teacher can incorporate other subject matter materials in his curriculum.

The project has many interesting facets for student work, and the results in creativity, excitement about learning, and student behavior can be rewarding.

The attitude a teacher takes toward building the proper learning environment and toward consideration of the environment of the building will determine what kind of success he has with the project both in the classroom and in the community.

# LEARNING ENVIRONMENT

I. Type of school, teacher finds
   A. Neighborhood setting of school
      1. Economic environment
         a. Wealthy area
         b. Middle class area
         c. Poor area
      2. Section of the city
         a. Inner city
         b. Business district
         c. Suburbs
   B. Physical setting within school
      1. Open space building
         a. Open instructional areas
            (1) In a particular subject
            (2) For a definite number of class groups
         b. Large areas of undifferentiated space
            (1) With entire student body
            (2) With entire teaching staff
      2. Traditional building
         a. Separate classrooms for each teacher
         b. Moveable furniture
   C. Administrative attitude
      1. Process
         a. Traditional
         b. Innovative
      2. Subject matter
         a. Traditional
         b. Innovative
   D. School resources
      1. Audio-visual equipment
      2. Library resources
   E. Facilities extending classroom to community
      1. School policy toward use of volunteers in classroom
      2. School policy toward speakers
      3. School policy toward satellite trips

II. Setting up classroom atmosphere
   A. Teacher attitude
      1. Approach to subject
         a. Emphasis on process
         b. Emphasis on covering materials
         c. Flexibility toward change
      2. Types of materials used
         a. Pocketbooks
         b. Library books
         c. Audio-visual materials
         d. Textbook
         e. Student produced materials
         f. Games
         g. Community available materials

3. Physical layout of classroom
    a. Student-made materials to stimulate discussion
        (1) Bulletin boards
        (2) Hanging mobiles
        (3) Other
    b. Background and in-depth materials
        (1) Periodical tables
        (2) Library shelves
        (3) Audio-visual equipment closet
    c. Classroom furniture arrangement
        (1) Small group discussion areas
        (2) "Quiet" reading area
        (3) Individualized instruction area
        (4) Total class discussion area
        (5) Teacher's desk - inconspicuous area
4. Student involvement
    a. Unit planning process
    b. Leadership roles
        (1) Group leadership
        (2) Class leadership
    c. Preparing materials
    d. Researching materials
    e. Group formation and selection
5. Student/teacher interaction
    a. Formality vs. informality
    b. Evaluation
    c. Mutual trust and respect
6. Extension of classroom into community
    a. Use of parents
    b. Use of trips

B. Student role
1. Participation
    a. Co-planning with teacher
        (1) In deciding on and implementing unit goals
        (2) In classroom design
        (3) In evaluation procedures
    b. Initiating of new ideas
    c. Accepting responsibility
        (1) For his behavior
        (2) For functioning of the group process
        (3) For achieving unit goals
        (4) For satellite classroom results
        (5) For producing materials
        (6) For caring for class materials

2. Results
    a. Being able to function in a busy, complex environment
    b. Develop tolerance for other in group
    c. Feeling greater freedom of expression
    d. Controlling disruptive behavior through group process
    e. Learning to exchange ideas with one's peers
    f. Learning to deal with adults other than the teacher
    g. Increasing individual
        (1) Interests
        (2) Skills
        (3) Research
        (4) Help

## LEARNING ENVIRONMENT ACTIVITIES

Activity 1:

Discuss with students advantages of working as a class or in groups.

Activity 2:

Bring in consultants where possible.

Activity 3:

Take trips to see workings in open space classrooms and traditional school - whichever is different from yours - discuss results.

Activity 4:

Ask students to volunteer ideas to make the class look more exciting to them or a visitor at the beginning of a particular unit. Ask them to implement their ideas.

Activity 5:

Have volunteers be responsible for particular tasks in the room such as:

Taking attendance

Scheduling audio-visual equipment

Using library books on your shelves

Other tasks

Activity 6:

Have the class set up an evaluation sheet to grade students on classroom tasks. Have them evaluate students in the 5 above.

Activity 7:

Have student committee experiment with various physical arrangements and explore advantages and disadvantages.

Activity 8:

Compare a school in another type of area. Have students analyze simularities and differences.

Activity 9:

Have students set up procedures for classroom behavior and have them help to implement them.

# COOPERATIVE PLANNING

The CLUE letters stand for Cooperative Leadership in Urban Education. The fi st two letters provide the key to cooperative planning. The concept suggests that a classroom does not cperate in a vacuum, but rather as a part of a student or teacher's total experience. If such is true, it is necessary that classroom planning take account of several perspectives. Many individuals have a stake in the output from a classroom. Some are primarily concerned with the overview - students as members of society. Others are concerned with both overview and daily result - students as sons and daughters. It is important therefore that as many individuals as possible have a meaningful input in the teaching process. This includes community resource people, parents, administrators, aides, students, other teachers, as well as classroom visitors.

COOPERATIVE PLANNING

I. Teacher/student as co-planners: developing and implementing a unit
   A. Teacher's role modified
      1. Is not taskmaker
      2. Becomes consultant
      3. Becomes guide
      4. Becomes observer
   B. Teacher initiates basic problem for unit
   C. Students encouraged by teacher to initiate ideas relating to -
      1. Formulation of realistic questions
      2. Gathering of information
      3. Collection of data
      4. Analysis and interpretation of data
      5. Making of generalizations
      6. Raising new questions
   D. Teacher-student make evaluation
      1. Teacher evaluates student
         a. Student as individual
         b. Student as group member
      2. Student evaluates teacher
         a. Teacher seeks out such evaluation
         b. Teacher takes evaluation seriously
         c. Teacher shares results with students

II. Total class as planner
   A. Class acts as process observer for particular group
      1. Group requests help
      2. Group interacts in front of class
      3. Class gives suggestions for improvement
      4. Group considers class suggestions
   B. Class gives substantive suggestions to every group
      1. Each group makes plans for interaction or project
      2. Each group's information outlined visually to class
      3. Class suggests improvements or adds new ideas
      4. Each group considers class suggestions
   C. School sharing (within school and between schools)

III. Casual observers role in planning
   A. Administrators and casual visitors observe class or group
   B. Teacher promotes interaction between visitors and class or group
   C. Observers encouraged to fill out form relating to visit
   D. Results of visit discussed
      1. By particular group
      2. By teacher with class
   E. Visitors' suggestions or new ideas implemented

IV. Community resource people as planners
- A. In the classroom
  - 1. One-time visit
    - a. Help determine areas to be considered by group or class
    - b. Give background for possible satellite classroom trips
    - c. Provide in-depth information
  - 2. Long-range visits
    - a. Make commitment on weekly basis for duration of unit
    - b. Provide general guidance
      - 1. Parents
      - 2. Volunteer community group
    - c. Provide particular expertise
      - 1. Individual support
        - a. Theatre director
        - b. Magazine editor
        - c. Songwriter
      - 2. Organization support to provide several individuals
        - a. Children's theatre
        - b. University Department of Drama
        - c. City newspaper
- B. As workshop participants
  - 1. Summer workshops
    - a. Explain concept of use of community resources
    - b. Provide specific teacher training
      - 1. Group process
      - 2. Media use
  - 2. Planning workshops held during school year
    - a. Give ideas for specific unit
    - b. Suggest other possible community resources
    - c. Suggest possible satellite classroom trips

V. School system staff in teacher support role
- A. In teacher planning, suggests:
  - 1. New trends and emphasis in social studies
  - 2. Organizational climate of classroom
  - 3. Unit evaluation
  - 4. Satellite classrooms possibilities
  - 5. Development of workshops
    - a. To plan specific forthcoming units using
      - 1. Community resource people
      - 2. Parents
      - 3. Students
      - 4. Other teachers
    - b. To introduce program concept (summer workshops)
    - c. To allow program and self-evaluation (mid-year workshops)
- B. In classroom, provides help with:
  - 1. Increased group interaction
  - 2. Individualized instruction
  - 3. Pupil diagnosis and evaluation
  - 4. Instructional materials and equipment
  - 5. Satellite classroom procedures

VI. Teacher/teacher planning and support
- A. Project leader
  - 1. Overall responsibility
    - a. Communications with social studies supervisor
    - b. Communications with other schools where project is used
  - 2. Teacher cooperation
    - a. Division of team into sub-teams
      - (1) By grade
      - (2) By topic
    - b. Daily or weekly meetings
      - (1) To discuss progress
      - (2) To discuss problems
      - (3) To improve procedures
      - (4) To find out material and equipment needs
  - 3. Communication with local school administration
  - 4. Ordering of materials and equipment
  - 5. Scheduling of audio-visual equipment
  - 6. Scheduling of rooms
    - a. For speakers
    - b. For audio-visual use
    - c. For small group special use
    - d. For combined classes
- B. Instructional aides
  - 1. Working with leader
    - a. Planning
    - b. Grading
    - c. Preparation of materials
      - (1) Tests
      - (2) Handouts
    - d. Note-taking on satellite classroom trips
  - 2. Working with students
    - a. In group process
      - (1) Preparation for satellite classroom trips
      - (2) Chaperoning satellite classroom trips
      - (3) Preparation for class presentations
      - (4) Other
    - b. In Audio-visual equipment training
      - (1) Darkroom procedures
      - (2) Videotape use
      - (3) Camera use
      - (4) Audio equipment use
      - (5) Other
    - c. In entire class
      - (1) While teacher works with individuals
      - (2) While teacher is away from school
- C. Cooperation with other subject area teachers
  - 1. Coordinating topics
  - 2. Exchange materials
  - 3. Scheduling trips
    - a. Advising of schedule ahead of time
    - b. Taking account of possible major conflicts

WAVERLY-BELMONT INVITATIONAL WORKSHOP
March 7, 1973

Teachers: Mrs. King, Mrs. Duncan, Social Studies Department
Mrs. Escamilla, English Department
Students: To be announced

PLEASE NOTE: The workshop will be held in the Board Room of the School Board at 2601 Bransford Avenue. It will not be held at Waverly-Belmont.

MORNING SESSION

COMMUNICATIONS

9:30 - 9:45 General meeting and organization

9:45 - 10:10 Resource speaker - Dr. Robert Newbrough
Director, Center for Community Studies, Peabody College

10:10 - 10:30 Small group discussion (1 parent, 1 teacher, 2 students, roving resource speaker)

10:30 - 10:55 Resource speaker - Dave Daughtry, News Director. WSM

10:55 - 11:15 Small group discussion

11:15 - 11:40 Large group reconvenes for final sharing

Parents involved: Mike McCrickard, WSIX-TV
Dr. Clifford Owens, Waverly-Belmont Church of Christ
Mary Sullivan, Epic Records
Jack M. Welch, Printing Industry of Nashville

AFTERNOON SESSION

URBAN EDUCATION IN NASHVILLE

12:30 - 12:45 General meeting and organization

12:45 - 1:10 Resource speaker - Dr. Robert Bogen
Executive Director, Metro Nashville Education Association

1:10 - 1:30 Small group discussion

1:30 - 1:55 Resource speaker - Ruth McDonald
Director, Elementary Education, District III

1:55 - 2:15 Small group discussion

2:15 - 2:40 Large group reconvenes for final sharing

Parents involved: Faith Frase, League of Women Voters
Education Committee
Annie Spencer, Waverly-Belmont PTA
Beth Wheeler, President, Waverly-Belmont PTA
Dr. J. I. Warren, Jr., Scarritt College

Suggested Goals:

Resource speakers general introduction to the subject matter from your vantage point; questions that the students at Waverly-Belmont can address themselves to.

Small group discussion - narrowing specific areas to be discussed; with the aid of the resource speaker, listing individuals who can be invited to class, and satellite classrooms that can be used. Parent suggestions on class activities will be discussed at this time.

FOLLOW-UP ACTIVITY

WAVERLY-BELMONT PLANNING WORKSHOP
March 7, 1973
2601 Bransford Avenue
Nashville, TN 37204

CLUE WORKSHOP QUESTIONNAIRE

1. Why do you think you were selected? _____

_____

2. In your opinion, why was the workshop held? _____

_____

3. What educational benefits did you receive from the workshop? _____

_____

_____

4. What is your reaction to the group concept (parents, students, resource people) in planning a unit with teachers? _____

_____

5. Do you feel any segment of the school community was left out? If so, who? _____

_____

6. Which workshop environment would you find most appropriate? (Check one)

_____ (A) Waverly-Belmont

_____ (B) The one selected (School Board)

_____ (C) Another location - Please explain. _____

_____

7. Do you have any suggestions for improving future workshops? _____

_____

_____

PROJECT C-L-U-E

PLANNING WORKSHOP
Ewing Park Junior High School
3411 Knight Road
March 16, 1973

GOAL

Helping 7th grade social studies teachers plan a unit on "The City" as accurately as possible. The unit is scheduled to begin in mid-April and to last for six weeks (3 weeks of research, and 3 weeks of city building).

FORMAT

Small group discussion (not formal presentation) to consist of one community resource person, 2-3 students, teacher, parents.

The workshop will be divided into 3 one-hour sessions (9-10, 10-11, and 11-12). Each hour session will have two small groups. Each hour will be divided as follows:

5 minutes - - - organization
45-50 minutes - small group discussion
10 minutes - - sharing of information between the two small groups

AREAS TO BE COVERED

1. How unit should be planned overall
2. Classroom activities for students
3. Resource people students can call on for help
4. Trips students can take to further their knowledge
5. Materials that would be useful to teachers, students or both

In addition to our parents, teachers, and students, the following community people will be involved:

9 - 10 a.m. Mr. Taylor Spadafora - Real Estate Research Analyst - Maryland Farms (how Maryland Farms was planned for Brentwood)

Mr. J. L. Murphy, Jr. - Planner - J. L. Murphy & Co. (the role of the private planner)

10 - 11 a.m. Mr. Joe Miller - Architect - Hart, Freeland, and Roberts - (the role of the architect in the overall picture, as well as specific building planning, how drafting is done, and how scale models are built)

Mr. Robert Alley - Civil Engineer - Hart, Freeland, and Roberts - (building of roads, bridges, sewers, water and drainage problems)

11 - 12 a.m. Mr. Donald O'Donnilley - Planner - Metro Planning Commission - (role of the city planner, including land use, zoning, population shifts)

Mr. Kenneth Ackley, Professor of Urban Affairs - Fisk University - Former Acting Director of Tennessee Planning Comm. (historical overview of the development of cities in the United States)

The questionniare below can be used in part or in its entirety.

OBSERVER QUESTIONNAIRE

Thank you for visiting our class today. I would appreciate your reactions to what you have seen so that improvements can be made.

Would you please fill this form out when you leave the room, place in attached envelope and put in me office mailbox.

Thank you for your help.

(signed) Mr. John Jones

I. Coming To Class

1. Who invited you to visit this teacher's class? _____

_____

2. Did the teacher know beforehand that you were coming that day?

yes_____ no_____

3. Do you think it was advisable to let the teacher know? Yes

yes_____ no_____

4. What was the purpose of your visit? _____

_____

5. Did you stay _____ just a few minutes
_____ a good part of the period
_____ most of the period

6. Did you come _____ at the beginning of the period
_____ during the middle of the period
_____ toward the end of the period

7. Did the teacher seem to mind your presence?

yes_____ no_____

II. Meeting The Students

1. Do you think an observer should interact with students

yes, if possible _____ no, not necessary_____

2. Were you given a particular place to sit or stand?

yes_____ no_____

3. Did you meet any students? yes_____ no_____

4. How did you meet the students?

_____ formally, by being introduced by

_____ the teacher

_____ a student

_____ informally, by introducing yourself

5. Which do you think is the best way for a visitor to meet students and why? _____

_____

III. Activities Observed

1. What was going on when you came in

_____ teacher talking
_____ one student talking
_____ group process in action
_____ other

2. What seemed to be the overall unit of study?_____

3. What seemed to be the planning activity for that day? _____

_____

4. Did most students seem to know their task for the day?

yes_____ no_____

5. How much student interest did you observe? _____ a lot
_____ some
_____ almost none

Why do you think this was so? _____

_____

6. List suggestions for improvements. _____

_____

_____

IV. Classroom Atmosphere

1. What kinds of visuals did you notice? _____ bulletin boards
_____ mobiles
_____ almost none
_____ other

2. What was the seating arrangement? _____ by group
_____ by class
_____ rows
_____ circle
_____ other

3. List suggestions for improvements._____

_____

V. Teacher/Student Relations

1. What kind of atmosphere did you find?

responsive to teacher where necessary yes_____ no_____
teacher dominated yes_____ no_____
student dominated yes_____ no_____
healthy teacher/student interaction yes_____ no_____

2. Where was the teacher most of the time?

_____ talking to the entire class
_____ talking to one group
_____ moving from group to group
_____ working with one individual

3. Did the teacher have classroom help? _____ student help
_____ instructional aide
_____ another teacher

4. List suggestions for improvement of teacher/student relations.

_____

_____

VI. About Yourself

1. On the process to be used in class, would you consider yourself

_____ traditionally oriented
_____ innovative

2. On the subject matter to be covered for a given grade do you consider yourself

_____ as strict as possible
_____ as flexible as possible

# TASK GROUP

The basic organizational strategy being utilized for student interaction and involvement is the "task group". A "task group" is defined as a functional group in which the traditional authority of the teacher is is relegated to that of a participating member and consultant, and in which the active participation and responsibility of the students are increased. The group defines the tasks, develops its own plan of work, acts under its own initiative and evaluates results. This procedure is developed within the framework of general school policies and the program design. The teacher's role is a vital one and in no sense can there be an abdication of responsibility. The number and type of participants to be involved is determined by the nature of the task to be accomplished.

Groups can disintegrate quickly if the proper procedures are not followed precisely and consistently. Group dynamics do not just "happen". They must be learned. Many a teacher has fallen by the wayside because of group deterioration.

The first thing that comes to mind when teachers talk about grouping is the question, Why Group? This may seem a silly question to those who have been exposed to group work but to those teachers who are believers in the traditional classroom, it is completely legitimate.

Grouping, as a classroom strategy, is for that teacher who desires to decrease teacher dominance in the classroom and increase student participation and interest. It is a positive means to share instructional decision making. The direct result of this is an increase in student responsibility, hence, a better student.

People who have common interests and goals make up a group. A group must share some of the same interest and goals among its members.

Students coming into class already have some preconceived ideas about groups. It would be wise to share these ideas during the initial steps of teaching group processes. Students should not have to be told too much about groups. Let them reach their own conclusions. Do not just let them sit. They can learn by doing - by being a "group".

Groups have leaders and followers. A group member can be either. More often, certain members are leaders rather than followers. There are other roles in groups and the class can study these by taking on these roles in a class skit. These are:

| | | |
|---|---|---|
| Leader | | Diviant |
| Supporter | | Slider |
| Follower | Dependent | Mode |

Take advantage of the initial class reaction to teach group atmosphere. A permissive atmosphere doesn't mean the group can do whatever it wants. It does mean the group is more responsible to itself. Group behavior in the initial stages is very important in that, whatever the teacher expects now, he will receive for the rest of the school year.

To resolve conflicts creatively while making full use of available resources, consensus is necessary. It is not easy to achieve. Complete agreement in the task group is not the goal but students should be able to accept the group's decisions on the basis of merit. Consensus is reached when the task group members take this attitude.

In attempting to achieve consensus, students should present their position as clearly as possible while listening to and considering points made by other students. When the task group reaches a stalemate, look for

acceptable alternatives. Remind students to be suspicious of quick agreement and to yield only to positions that have a firm foundation in logic and feasibility. Have students seek out differences of opinion for in these differences students will find solutions to their problems.

# OUTLINE OF TASK GROUPS

I. Formation of task groups
   A. Chance - draw members from a hat
   B. Sociometric test - let students list who they would most like to be with. Give three choices.
      1. This method allows for isolates to get into preferred groups
      2. It is most popular with students
   C. Teacher selects students to be in groups
   D. Others

II. Organization of task groups
   A. Members are selected for clearly defined roles
      1. Group leader
      2. Group recorder
      3. Group observer
      4. Group participants
   B. Members are selected for a specified period of time

III. Task group atmosphere
   A. Cooperative
   B. Permissive
   C. Relaxed
   D. Group oriented - not individual

IV. Teaching of task group processes
   A. Discuss existing groups
   B. Study groups and group roles
   C. Observe groups in action
   D. Practice group dynamics

V. Task group roles and responsibilities
   A. The leader
      1. Keeps the discussion going
      2. Mediates arguments
      3. Keeps the group on the topic
      4. Recognizes and utilizes all individuals within the group
      5. Maintains a permissive atmosphere
      6. Gives summaries
   B. The recorder
      1. Keeps record of discussion content
      2. Keeps record of concepts reviewed or developed
      3. Reports to the group when requested
      4. Provides group members with record of group accomplishments
   C. The observer
      1. Observes in an objective manner
      2. Keeps notes as he goes along
      3. Identifies the roles which each member of the group is playing
      4. Reports to the group

D. The participant
   1. Contributes to discussion or activity
   2. Does not dominate or monopolize
   3. Prepares and formulates questions
   4. Listens to other points of view
   5. Spokesman for minority views

E. The instructor
   1. Provides a setting and atmosphere in which desirable attitudes and behavior may develop
   2. Creates and maintains mutual feelings of responsibility to achieve group goals

VI. Task group discussions
   A. Try to reach a consensus
      1. Avoid arguing
      2. Consider other alternatives
      3. Do not assume someone must win or someone must lose
      4. Avoid conflict producing techniques such as majority vote, averages, coin flips, and bargaining
   B. Use negotiating techniques for group benefit

VII. Task group sharing
   A. Divide tasks so everyone has something to do
   B. Use recorders and cameras during the sharing sessions
   C. Share the information received with all group members and with other groups
   D. Groups should decide which information is most important for sharing

VIII. Task group objectives (skills)
   A. A student will develop skills of interacting with other individuals and groups in terms of a prescribed goal
      1. Learn to identify roles that help a group function successfully
      2. Learn to function in roles helpful to group interaction
      3. Increase the frequency of relevant contributions during group discussions
      4. Listen to others so he can restate their position accurately
      5. Acquire the skills of functioning as process consultant to others
      6. Acquire the skills of functioning as resource consultant to others
   B. Others

IX. Limitations and problems of the task group
   A. Group processes proceed as fast as the slowest member
   B. Initially, the method is frustrating to teacher and student - practice will remedy this
   C. Students must learn to rely upon their own resources
   D. The method can be unwieldy in large classes (over forty students)

# ACTIVITIES FOR TASK GROUPS

The following activities are suggested as techniques for teaching and learning about group dynamics. These are designed to define group process, identify group roles, and facilitate group interaction.

Activity 1:

Put the following poem on the board or duplicate it for each student.

"Outwitted" by Edwin Markham

He drew a circle that shut me out ---
Heretic, rebel, a thing to flout
But love and I has the wit to win;
We drew a circle that took him in!

Randomly divide the students into buzz groups for the purpose of determining the implications of the poem for group work. Topics that might be considered are:

How to draw all members of the group into the group's activities; why some people feel shut out; why some members shut others out; what affect this has on the group, integrative behavior in a group and disintegrative behavior in a group.

Activity 2:

Methods and activities to promote the understandings and abilities needed in successful group work.

Select a problem of keen student interest and randomly assign students to small groups for the purpose of problem-solving. Set a time limit but offer no other restrictions -- allow the groups to flounder if they will and

resist the temptation to dominate. At the end of the allowed time request progress reports and/or summaries of decisions made. Some groups will have met with more success than others. Use this factor to trigger a discussion of factors that contribute to group success and factors that lead to group failure. (Factors that might be mentioned are: atmosphere, combination of people in groups, cohesiveness, skills of members in group roles, organization, instructions, experience, physical setting, leadership.)

Activity 3:

Assign a group role to a 3-7 member group. They are to prepare a sociodrama and a visual aid -- poster -- about that role. Evaluate presentations on the basis of how clear the characteristics and functions of the role are. The poster presentations can be displayed in the classroom as constant reminders of group roles.

Activity 4:

Introducing "games" into group interaction. ---

As individuals interact with each other they tend to develop patterns in their personal communication. Each individual pattern tends to elicit certain responses from others. In fact, communication patterns and their concomitant responses lead to certain expectancies (predictable behaviors) in communication.

Communication in a small group can be interpreted as a complex of games, some of which may be constructive, other destructive. A game begins with a standard statement (move) by some member of the group. If another member responds as expected, the game is usually played to its conclusion. Constructive games result in progress; distructive games will

cause a group to bog down.

Although an infinite number of games are possible, some are used more frequently than others. An understanding of these may facilitate the processes of interaction. Typical constructive games are:

"LET'S COOPERATE" The individual, recognizing fundamental differences among the participants, directs attention to points of agreement. He usually begins by saying, "I know there are differences here but first let us clarify our points of agreement." When introduced at the right time, the game enables a group constructively to resolve conflict. If overplayed, however, it may result in superficial agreement early in the discussion. The leader must play the game by making sure that all factors have been considered, lest conflict is glossed over.

"LET'S GET ON WITH IT" Such a play reminds the group that the present activity is not contributing to the basic task of the group. It is appropriately introduced to combat the destructive game of "This is dull, let's talk about something else." When played by an impatient member the group may be pushed to the point of ignoring basic issues unless the leader intervenes.

"I WANT MY WAY" The player who "wants his way" demands that his ideas be accepted. He is unwilling to submerge a bit of his personality into the group for the sake of the group goal. This game at best delays decision-making while the others play a patient game of "Let's cooperate" in an effort to redirect the deviant player back into the group. When used by the discussion leader the game may be particularly destructive. If teacher-led, the discussants, recognizing a threat to class marks, will tend to reciprocate with a "What-are-we-supposed-to-do?" attitude.

Activity 5:

Many times in the group problem-solving process there is a need for creative ideation and one technique that can be used in the classroom to promote this is brainstorming. Basic ground rules that must be followed in the brainstorming process are:

(1) The problem that needs a creative solution must be clearly defined.

(2) A non-critical, informal atmosphere must be established in the classroom --- all judgement is to be deferred.

(3) The objective is to obtain a large number of ideas in a short time.

Through a tape-recorder, a stenographer, or by writing on the board every idea is recorded. Should an idea from one person give another one an idea along the same line, the second person snaps his fingers to show the two ideas fit together. This helps in grouping similar ideas together on the board.

After all ideas are on the blackboard, criteria are applied to each, and the ones outside of the criteria are eliminated. Each of the other ideas is discussed until the one most appropriate for the situation is decided upon.

Activity 6:

Many times, problems in groups arise because group members are insensitive to what the others are trying to say. Choose a controversial topic for discussion. Adopt a rule --- before anyone replies he must restate the statement made by the former speaker accurately enough that he agrees it is a satisfactory statement of what he said. This will demonstrate how difficult yet important it is to understand what the other indended to say. Limit the group membership to 3-4 people.

Activity 7:

Group sharing Activities

(1) Written or oral reports of satellite classroom

(2) Newsletter - written by the students

(3) Posters - made by the students

(4) Slides - made of the satellite classroom by the students

(5) Tape recording of conversations with resource people

(6) Discussion of satellite classroom

(7) Photos - made and developed by students of the satellite classroom

(8) Posters - depicting what the students saw at the satellite classroom

(9) Video-taping of role playing depicting student's experiences

(10) Displays and exhibits

A. Salt maps

B. Tag boards

C. Puppets

D. Shadow box

# SATELLITE CLASSROOM DESIGN

Far too many urban students find themselves engaged in a passive learning role often "consuming" content which seems unrelated to their world outside the school. In the CLUE program, the city serves as a laboratory and is the primary source of content for the social studies curriculum. This laboratory contains many satellite classrooms or sites where small groups of students can go to learn how a particular activity in the life of the city takes place. For example, a newspaper plant, a well baby clinic, or a courtroom could be a satellite classroom. What makes these experiences satellite classrooms rather than field trips is that the community person in charge takes on the responsibility and role of a teacher allowing for discussion and exchange of ideas, rather than filling the role of a tour guide. The satellite teacher or person connected with the satellite classroom works closely with the regular teacher and students in planning and implementing on site activities and follow-up. Students utilize a variety of media, including cameras and tape recorders, in gathering data concerning the city. Clearly, without adequate preparation these excursions would become only points of interest rather than true centers of learning.

The satellite classrooms have been developed by "impact areas."* An impact area represents a segment of the urban environment having direct

*In this project the following impact areas were used: communications, consumer education, crime and justice, cultural pluralism, culture and recreation, education, employment, environment, health, housing, politics, poverty, and transportation. Each project would probably want to determine its own impact areas.

and critical impact upon the inhabitants of the city. Students should become aware that the degree and type of impact may not be the same for all of the city's inhabitants, and they should be made aware as to why. Each impact area has a number of community sites or specific satellite classrooms pertaining to some phase of the impact area. For example, an impact area might be "housing" and the community site could be the city's housing authority.

Following is an outline for the preparation and use of satellite classrooms. At the end of this section, are materials prepared for teacher and student use. These are illustrations of the types of forms, evaluation sheets, or guides that would prove helpful.

# SATELLITE CLASSROOM DESIGN

I. Purpose of satellite classroom
   A. School discussion and experience come alive and become relevant to the students' daily existence
   B. Classroom concept expanded to include all aspects of city life
   C. Learning by doing
   D. Understanding what certain jobs involve - career orientation
   E. Development and analysis of possible alternatives to an existing situation
   F. Development of skills to gather information first hand

II. Background for satellite classroom experience
   A. Begin early in the year
   B. Discuss purpose of a city
   C. Discuss various aspects of city life
   D. Develop activities showing city's history
   E. Discuss city problems and possible solutions
   F. Take awareness trips - general introductory trips
   G. View films and filmstrips related to city life

III. Teacher preparation for a satellite classroom experience
   A. Identify concepts
   B. Explore alternative learning activities
      1. Community resource people including parents come into the classroom (procedure should be the same as satellite classroom listed below, except that no trip is involved)
      2. Case studies
      3. Current periodicals, such as magazines or newspapers
      4. Pocketbooks for either fiction or non-fiction relating to the study involved
      5. Game playing
      6. Comparative studies (historical, geographic, cultural, governmental)
      7. Audio-visual presentations
   C. Determine purpose of satellite classroom
      1. For student to develop learning centers
      2. As in depth study trip
   D. Determine activities to be explored first hand
      1. Involve appropriate human resources
         a. Survey students
         b. Survey parents for contacts
         c. Call university personnel in appropriate departments
         d. Invite community resource people to class
      2. Study community offerings
         a. Adult education offerings
         b. Chamber of Commerce Research Department
         c. College and university public relations and news bureau

3. Examine print resources
   a. College catalogs
   b. Newspapers for news and advertisements
   c. Yellow Pages under particular topic or subtopic
   d. Locally oriented magazines
   e. Textbooks or library books

E. Decide how such first hand experiences benefit unit
   1. Consider interests and skill development
      a. Proper age level
      b. Relation to students' daily activities or surroundings
      c. Student skill sufficient to bring back necessary information to share with others
   2. Determine the relationship of satellite location to the concept being explored
      a. Relevance to current work
      b. Importance in increasing the student's learning
      c. Possibilities for good interaction between satellite teacher and students
      d. Importance to student's understanding of overall city problems
   3. Choose locations relating to problems, and postulating possible solutions to urban situations

F. Become familiar with satellite offerings
   1. Consult Satellite Classroom Directory for ideas of options other than those listed under impact areas. Consult "Resource People Utilized" page 14 and "Additional Resources Available" page 275
   2. Contact satellite classroom coordinator or set up your own appointment
      a. Early bird appointments to be at least two weeks ahead
      b. Explain goals to coordinator or contact person (a person at the particular organization you are seeking to visit, who can expedite the process of making arrangements)
         (1) Topic and importance of trip
         (2) Criteria for satellite teacher
            (a) Well informed
            (b) Allows time for visiting and group interaction
            (c) Communications with students in everyday language
   3. Confer with satellite teacher
      a. Explain goal more specifically
      b. Send student questions
      c. Understand experiences satellite teacher will offer
   4. Call on parents for help
      a. Driving
      B. Taking notes at site

G. Identify students for satellite classroom experiences (see "Task Groups" section for more detailed information, page 71
   1. Selection
      a. Students select representatives
      b. Teacher selects representatives
         (1) Student interests
         (2) Skill development
         (3) Heterogeneous grouping

(a) One representative from each class
(b) One representative from each group in one class only
(c) Representatives mixed according to race, religion, sex, etc.

(4) Homogeneous grouping - all members in one group in one class - only for unusual indepth study

2. Group size - keep it small - six to ten students
   a. Better interaction
   b. Fewer transportation problems
   c. Less of burden to satellite classroom teacher

IV. Student preparation
   A. Provide group setting in class for preparation
   B. Prepare several days ahead for trip
   C. Provide short relevant reading material or audio-visuals for student review and discussion
   D. Have group:
      1. Formulate questions for trip
      2. Develop ability to ask follow-up questions
      3. Allocate specific tasks for trip
      4. Decide how reporting will be done
         a. Oral
         b. Written
         c. Visual
      5. Check equipment needed, for availability and working order
      6. Practice note taking

V. On-site activities for students
   A. Observe group process taking place
   B. Gather data
      1. Administer questionnaire where relevant
      2. Interview personnel
      3. Take written notes
      4. Take photographs to illustrate some aspect of the experience
      5. Operate tape recorder
      6. Record physical or interpersonal content on prepared checklist
      7. Observe audio visuals and analyze for point of view and nature of appeal
      8. Perform duties of satellite classroom personnel where allowed

VI. Class activities after trips
   A. De-briefing and sharing of experience by group members
      1. Review of audio tape and note taking
         a. Listen to tape
         b. Take notes from tape
         c. Submit notes to teacher for grade
            (1) Teacher gives deadline for note-taking
            (2) Tape erased after deadline

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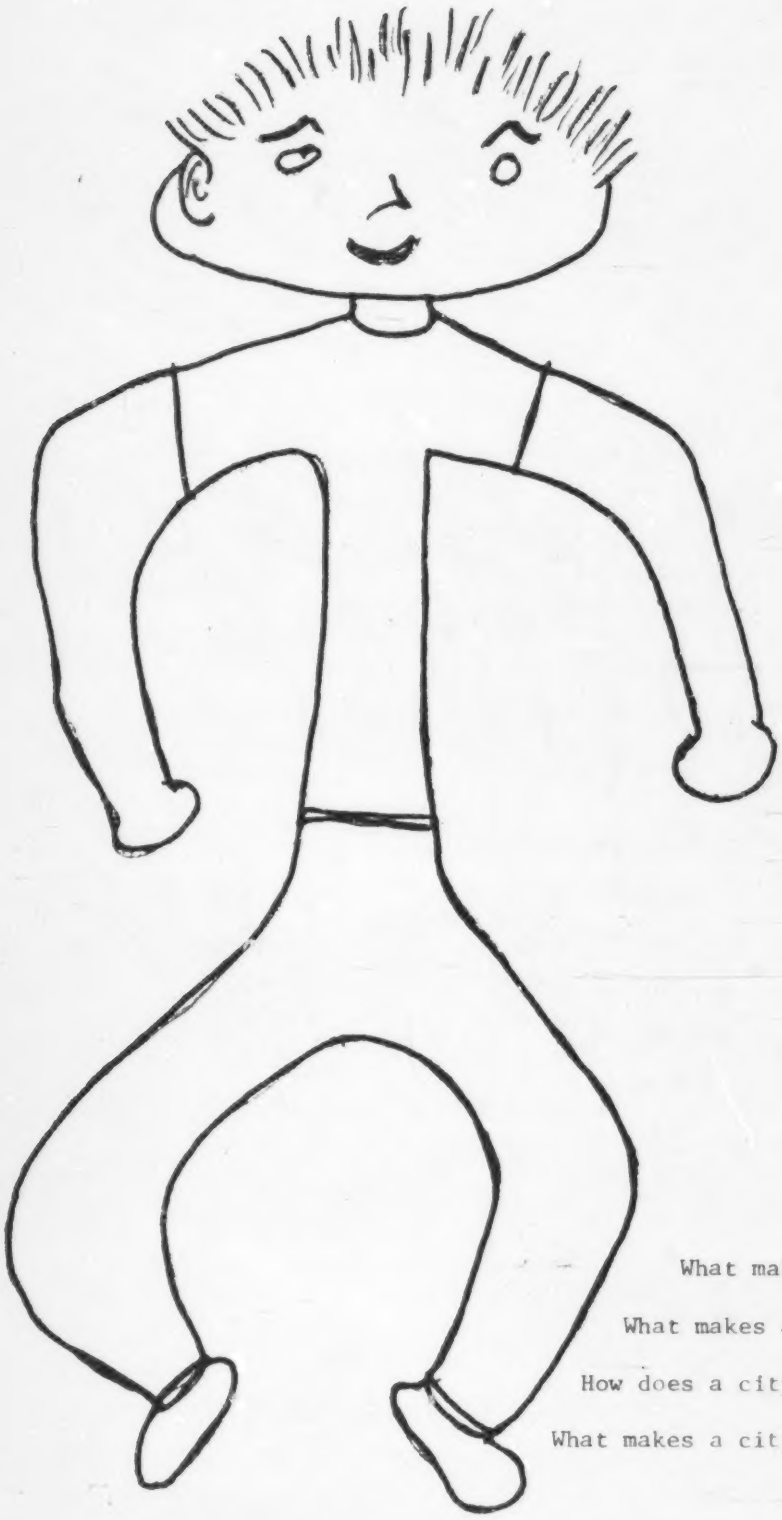
2. Student evaluation of each trip
    a. What was learned
    b. How long was spent there
    c. What activities were seen
    d. How the satellite classroom teacher rated
    e. What materials were obtained and what is still needed
    f. Was the student satisfied or unhappy with this trip
3. Group discussion

B. Sending of thank you notes
    1. Develops student sense of responsibility
    2. Good for community relations
C. Pool observations to create narration for slides
D. Discussion by group of a basic question
E. Role play some scenes observed during trip
F. Oral reporting by group members
G. Creation of a collage or montage or mural communicating an idea relating to the experience
H. Essay reporting experience
I. Writing of diary using data secured from interview



Brain

Eyes

Ears

Mouth

Nose

Hands

Heart

Stomach

Feet

Blood

Intestines

Liver

What makes a city man sick?

What makes a city man well?

How does a city man stay clean?

What makes a city man happy?

BACKGROUND ACTIVITIES FOR SATELLITE CLASSROOM EXPERIENCE

Activity 1:

Have each student draw a picture that is the city to him. After working awhile, tell him to make a face out of his drawing. These can be displayed on the walls around the room with the artist's name.

Activity 2:

Resource person will give a dramatic presentation drawing an analogy of a living city with a living man.

Activity 3:

Students may be divided into small groups. Each group will be given a ditto sheet with the outline of man's body with various parts labeled. The group must compare each part of the man to a segment of the city. A spokesman from each group will then report to the total group and justify his group's thinking.

Activity 4:

We have said that the city is like a man. Some people disagree with this comparison. Some have said the city is like a giant octopus, others a large family, some a miniature country, other a fish. What do you think a city is like? Why? Visualize by means of drawings, relief maps, aquarium, rocks, pictures (montage), etc. or whatever you wish to express your opinion.

Activity 5:

Allow the students to role play various people in the community talking about "The city to me is . . ." Some roles might be:

Mayor

Slum Dweller

Policeman

Student

Activity 6:

Have a group of children make a tape on "Sounds of the City" Perhaps a parent could take the children in a car around Nashville to pick up the various sounds.

Activity 7:

Play the sound tape to stimulate either oral discussion or individual responses in writing. A contest could be held to see who can identify the most sounds. A prize can be given to the high scorer.

Activity 8:

View the filmstrip with record entitled Living in the Cities. Groups can decide to have a debate or discussion on one of the following, or they may choose their own topic as related to the filmstrip.

Resolved: The benefits of living in a city outweigh the problems.

Resolved: The government should use national park land to build model cities for middle and low income families.

Resolved: Cities are dying.

Others:

Activity 9:

Give each student a copy of the questionnaire "How Do You Feel About City Living?" Use as a basis for discussion groups. (Refer to questionnaire on following page.)

HOW DO YOU FEEL ABOUT CITY LIVING?

The following statements are some people's opinions about cities and learning. Please choose the number of the answer which best matches your opinion of each statement and write the number in the blank at the right.

| Responses: | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Number: | 1 | 2 | 3 | 4 | 5 |

1. Nashville is a good place to live. _____
2. There are some things I would change about Nashville if I could. _____
3. Any black person can own his own home if he really wants to. _____
4. Our city provides many enjoyable activities and programs for teenagers. _____
5. The police are my friends. _____
6. Policemen deserve the pay raise the city council voted to give them. _____
7. Cities are important. _____
8. I would be willing to pay more taxes if the city would do more things for me. _____
9. We ought to let the cities die. _____
10. There are lots of bad things in the city that need to be cleaned up so we can save the city. _____
11. I already know enough about the city. _____
12. There is more than one way to get your ideas across to other people. _____
13. The best way to learn is by studying from books. _____
14. To really understand any problem of city living, a person has to find out what it's like from the "inside." _____
15. You can learn more about a city by going out and studying it in person. _____
16. There are plenty of jobs for everyone in Nashville. _____

Activity 10:

Interview an elderly person. Find out ways in which Nashville has changed. Make a list of things that are better, and those that are worse. Tape recorders could be used here.

Activity 11:

The children can collect photographs of paintings or articles and stories about their city and prepare an exhibit called "The Way Artists and Writers See Our City."

Activity 12:

Let children collect poems, songs, and stories about the city. Then the class can make a class book of creative writings about the city which they have written and illustrated.

Activity 13:

Make a data bank about Nashville. Have children classify basic segments of the city, transportation, government, etc. Each of these segments can have a folder in the data bank which can be added to throughout the year.

Activity 14:

Using the yellow pages of the telephone directory, have the children make lists of the choices available to people in Nashville in terms of jobs, goods, and services, and leisure activities.

Activity 15:

Develop a questionnaire with the class concerning problems and segments of life in Nashville they would like to know more about.

Activity 16:

Administer the questionnaire to the class members and use the results to determine the first unit of study about Nashville to be considered.

PLAN FOR UTILIZATION OF SATELLITE CLASSROOM

IMPACT AREA:

OPTION I:

CONTACT PERSON:

SATELLITE TEACHER:

DATE AND TIME:

SPECIFIC PREPARATION:

ANTICIPATED LEARNINGS - BEHAVIORAL OBJECTIVES

ON-SITE ACTIVITIES PLANNED:

FOLLOW-UP ACTIVITIES PLANNED:

SATELLITE CLASSROOM

IMPACT AREA:

COMMUNITY SITE:

LOCATION: TELEPHONE NO.

CONTACT PERSON/SATELLITE TEACHER:

SUGGESTED LEARNINGS:

COMMENTS, EVALUATION, RECOMMENDATIONS:

PROJECT C-L-U-E
1113 Elm Hill Pike
Nashville, TN 37210

MEMORANDUM:

DATE:

TO:

FROM:

RE:

This is to advise you that _____

_____ of _____

_____ will be able to conduct a Satellite

Classroom for you on the above subject.

_____ _____ _____
(Day of Week) (Month) (Date)

_____ _____
Appointment Time Departure Time (from school)

_____
(Place)

_____
(Address)

_____
(Telephone)

HOW DID YOUR RESOURCE PERSON WORK OUT?

SCHOOL - TEACHER

TOPIC: CONSUMER EDUCATION
HEALTH
COMMUNICATIONS
CRIME AND JUSTICE
OTHER _____

RESOURCE PERSON_____

ORGANIZATION HE REPRESENTS_____

SPECIFIC SUBJECT RESOURCE PERSON
CAME TO DISCUSS_____

---

RESOURCE PERSON

1. Well versed in subject? yes _____ no _____
2. Interesting and made subject come alive: yes _____ no_____
3. Any handouts for students? yes_____ no_____
4. Was presentation illustrated? yes_____ no _____

   If yes, slides _____, pictures _____, movies_____, other_____

STUDENTS

1. Interested in your speaker? yes _____ no_____
2. How many questions asked of speaker? more than usual_____
   about the same _____ fewer than usual _____
3. Were questions mostly spontaneous _____, written in advance _____
4. Was language used by speaker at student's grade lever? yes_____ no ___
5. How much time was needed to prepare for this speaker? more than usual ____
   average_____ less than average_____

WAS THIS PRESENTATION:
filmed_____
audiotaped_____
sketched_____

WOULD YOU RECOMMEND THIS SPEAKER TO ANOTHER TEACHER?
yes_____ no_____

ADDITIONAL COMMENTS: please put on back of this page

# SATELLITE TEACHER

NAME_____

DATE_____

TOPIC COVERED_____

1. Were your given a clear difinition of the visit? Yes_____ No_____

2. Student prior knowledge of the subject area was

   excellent_____ fair_____
   good_____ poor_____

3. Students asked the following kinds of questions (check as many as applicable)

   written_____ relevant_____
   follow-up_____ repetitious_____

4. Student behavior was

   excellent_____ fair_____
   good_____ poor_____

5. The group size was _____ just right
   _____ too large
   _____ too small

6. In your estimation, visits such as this provide a/an _____ means of learning.

   excellent_____ adequate_____
   good_____ poor_____

7. Communications with students of this age group was for me

   easy_____ very difficult_____
   somewhat difficult_____ impossible_____

8. Additional comments

# MEDIA

Media is that form of communication through which educational concepts and experiences are transmitted to the student. Through the use of various media, teachers can develop concepts, improve attitudes, and extend appreciations and interests. The various media also provide concrete bases for group planning, critical thinking, and discussion by enabling students to see and hear what is being studied in a particular unit.

The CLUE approach is much more than just seeing or hearing. It is total involvement through the instructional use of media. This activity is far removed from the traditional approach where the teachers show slides, operate their own equipment, or show film strips. What this approach implies is that students, through the acquisition of skills enabling them to become teachers, learn how to operate the basic kinds of audio visual equipment found in the classroom. Of even more importance, students learn how to prepare the materials (software) that are original to them. With this knowledge and skills, students are able to teach their peers.

Various media have long been misused in that there has been a failure in the classroom to capitalize on the skills and creativity of the students. Thus, this program not only provides an opportunity for students to acquire these skills, but mandates their active involvement in sharing their ideas and learnings through the utilization of media techniques as a result of skill development.

Specifically speaking, students have the opportunity to learn about media and they are encouraged to work with their teachers and other resource

people in an effort to become familiar with equipment such as tape recorders, cameras, video tape equipment, overhead projectors, filmstrip projectors, carousel slide projectors, movie editing and splicing equipment, transparency makers, as well as utilizing materials and equipment found in the darkroom. After students become competent in the actual operation of this equipment, they build this skill into their group activities, whether that be data gathering or program presentation, so that they have the opportunity to further refine their skills basic to a strong instructional media program. Therefore, as students work cooperatively continuing to increase their skills, they learn techniques that will enable them to prepare and present an audio-visual presentation. They are the direct result of classroom and community experiences that are to be shared with other students who did not participate in those activities.

What is actually happening here is that students no longer sit passively in their seats learning from commercially prepared materials, but become the true resources themselves and prepare their own materials for display or presentation thereby becoming instructors in their classrooms using the vehicle of media as their approach for teaching a lesson they have learned. The various media productions that might result from student involvement in this manner might include slide tape productions, super-8 movies, black and white film displays, video-tape programs (written, produced, narrated, and directed by the students), bulletin board displays, and sound effects produced by the students.

The instructional use of media, again, capitalizes on the skills and creativity of the students and to not use these skills as teachers and creative resources is to deny the worth of the student.

# MEDIA

I. Importance of media
   A. Media is self-motivating for students
   B. Students depend on each other
   C. Importance of research and preparations becomes apparent to students
   D. Media involves a whole curriculum of reading, oral expression, writing, science, art, and mathematics
   E. Non-verbal communication through visual images gives students an important outlet for ideas and emotions
   F. Media is adoptable for varied classroom learning experiences
   G. Students become visually literate

II. Initiating a media program
   A. Media materials need not be expensive
   B. Used equipment can be purchased at reasonable prices
   C. Many materials are supplied by school
   D. Most expensive items (video-tape) are not necessary
   E. Knowledge can be obtained from local professionals free of charge
   F. Students and teachers can learn mechanics of equipment together
   G. Students and teachers can learn instructional use of equipment and related materials together
   H. Students and teachers can develop data-gathering skills together

III. Instructional use of media in the classroom
   A. Train all students to operate audio-visual equipment
   B. Give Students full trust in operating all equipment
   C. Allow controlled experimentation before using some equipment
   D. Use the equipment to its fullest potential - for some students this equipment will replace the pencil
   E. Fully integrate the audio-visual equipment with the overall program

IV. Objectives (skills)
   A. Become more knowledgeable of organized sources of information
   B. Increase his reference and interviewing skills required to extract specific information from common sources
   C. Increase his skill in using cameras and tape recorders in the community to record data
   D. Learn to ask probing questions of community resources
   E. Increase his skills in using graphs, charts, tables, maps, models, and pictures

V. Media equipment and materials (why use?)
   A. Overhead projector and transparencies
      1. Simplicity of operation
      2. Teachers and students may create own work; chalkboard presentations need not be duplicated endlessly

3. Durability
4. Ease of preparation of appropriate material of local basis
5. Flexibility

B. Record Players and Records
1. Choice of group or individual listening; appeals to the auditory sense
2. Availability of high quality commercial materials, professional renditions, actual events
3. Moderate cost of recordings
4. Relative durability

C. Filmstrip previews and filmstrips
1. Provides independent study and work
2. Can be programmed for continuous learning at the student's rate of growth and interest
3. Relative low cost and high durability
4. Ease of operation
5. Important to "multimedia" use for follow-up, in-depth study, etc.

D. Filmstrip projector and filmstrips
1. Relative low cost for projector and filmstrips with or without sound
2. Useful means of illustrating concepts and adding meaning to words
3. Can be effective for teaching factual information
4. Suited to individualized instruction or group participation
5. Encourages student use with or without class involvement

E. Tape recorder and recordings
1. Takes advantage of student's curiosity and natural interest in hearing themselves
2. Can motivate students to improve their speech and presentations, and to do creative work
3. Permits delayed use: completion of missed assignments, use in future projects, analysis with new perspectives
4. Relative simplicity of operation, low cost, and ease of duplication and transportation
5. Allows instant recording and storage of noteworthy events, unusual activities, etc.

F. 8 and 16mm film projector and films
1. Combines visual motion with sound, which can contribute to effective teaching and learning
2. Can provide common experiences for groups
3. Can provide relevance by powerful depiction of life as it is with continuity of action that is difficult to duplicate with other media
4. Overcomes physical and logistic problems (all students have a "front seat" for learning), and distance or obtaining experts is no barrier to "admission
5. 8mm can be used by small groups or individual students

G. Educational and instructional television
1. Provides information, presents ideas, and affects attitudes without requiring physical presence
2. Provides programs that can be stored for retrieval, via video tapes, which retain a "live broadcast" feeling

3. Combines visual and auditory involvement right in the home, classroom or study carrel
4. Allows opportunities for group or individual study

H. Video tape recorder equipment
1. Teachers use for individual self-improvement
2. In-service training
3. Document activities
4. Tapes may be kept for periods of time
5. Students can operate as well as observe themselves in action
6. Immediate feedback

I. Cameras
1. Takes advantage of student creativity
2. Permanent records
3. Document activities
4. Provides diverse learning experiences
5. Individualized learning

J. Dry-mount press
1. Preserves materials
2. Provides work materials for student use that can be re-used
3. Enhances displays and exhibits
4. Easily operated
5. Makes materials "handle-proof"

# ACTIVITIES IN MEDIA

Activity 1:

Post a list of adjectives (fun, sad, gay, lonely, angry, active) and assign students to find at least two pictures that go with these adjectives.

Activity 2:

Children cut objects from magazines and paste on construction paper to present a good composition.

Activity 3:

Getting at a concept of what a picture is. Kids are told to get themselves and their desks into a position so that they can see their desks as something other than as a desk; e.g. from underneath, a desk can look like a cow or a giant insect. To do this, kids must explore all possible positionings of themselves and their subject, the desk.

Each kid must then get another kid to see his desk exactly as he did, getting into the same position and eye angle he was in. The other kid, once in that position, might then have to guess what the dest is there.

The teacher can then explain, show, suggest as-a-matter-of-factly (depending on his own style) that it might be so much more convenient if the first kid took a picture of the desk showing the desk as the other thing it looked like. This would save a kid all the trouble of getting the second kid to see the desk from the same position he did.

Activity 4:

Setting up a picture gallery. Kids are given construction paper. They are to cut a hole or pattern or holes which they will look through as a frame. Once they've made their frames, they are to scout the room and find pictures. A picture becomes whatever one sees when he holds the frame still and looks through it. Once a kid finds something, he can hange his frame from wall to ceiling with a string so that others can look through it and see exactly what he sees.

Activity 5:

Use of tape recorder. Have a group bull session and record it. Play it back the next day and have the students take notes on what they discussed. This method works particularly well with brainstorming and it will keep the students from taking incorrect notes.

Activity 6:

Film-making. Use the television extensively to study techniques. Students can write their own story or use one already written. The important point to remember is that the student does it all.

Activity 7:

Radio. A trip to a local station will not tell the student how a radio actually works. Small, inexpensive Crystal radio sets can be bought and the student can put these together.

Activity 8:

Record player. This is a good instrument to develop listening skills. Bring in an instrumental record and have students identify all the instruments they hear.

Activity 9:

Film (Negative) Development

1. Break cartridge open in darkroom. Remove film carefully by holding end or edges. Load film in reel and place in developing tank. Close lid to tank tightly.

2. Pour developer (D-76) into tank - enough to fill tank. Rotate (agitate) every 30 seconds for 5 minutes. Remove developer and wash with water for 10-15 seconds.

3. Pour fixer into tank and rotate (agitate) every 30 seconds for 5 minutes. Pour fixer out. Wash with water for 10-15 seconds.

4. Pour Photo-Flo in for 1-2 minutes and rinse for approximately 5 minutes.

5. Remove film from tank by holding end or edges and hang on line to dry for 20-30 minutes.

6. After film is dry, cut in strips of 6 frames each and place in sleeves for storage.

7. Film is now ready for print-making.

** Time subject to change due to temperature.

Activity 10:

Print Making (Picture Development)

1. Prepare chemicals in trays: developer, stop bath, fixer, (hypo). Have wash water ready following use of chemicals.

2. Place negative in enlarger and determine size of print, focus, etc. to use. Shut off enlarger lamp

3. Select print paper, place in holder under enlarger and expose for approximately 12 seconds. Remove paper immediately.

4. Place print paper in developer for 1 1/2 minutes. Remove

5. Place print paper in stop bath for 10 seconds. Remove

6. Place print paper in fixer for 10 minutes. Remove

7. Place print paper in hypo solution for 2 minutes. Remove

8. Wash print in running water for 5-10 minutes. (If hypo is not used, wash for 1 hour.)

9. Remove prints, place in dryer until print pops loose on its own. (Prints may be dried on cloth, ferro plates, or glass.)

NOTE: Use stop light for steps 2 through 6. Do not expose print paper to light other than when using the enlarger.

** Time subject to change due to temperature.

# EVALUATION

The term "evaluation" suggests a critical examination of work that has been performed, hopefully, with the purpose of suggesting and implementing improvement. Evaluation is an inseparable part of any instructional program and it can be approached from various directions.

The CLUE approach is one of constant clarification and redefining of objectives as a direct result of appraisal of student's learning. Evaluation is not just a Friday test. It is a day to day continuous appraisal by teacher and student.

CLUE, does not simply evaluate recall ability. In many instances, it is not even the mental processes being evaluated. It could be the student's ability to work with his hands on a particular project. Emphasis in the program, is aligned toward evaluation of the student's growth in attitudes, interests, concepts, and group action skills. CLUE is interested in how the students use materials, share materials with others and work together.

In keeping with the CLUE spirit, all factions of the school community are included in the overall evaluation process. Parents, teachers, students, and resource people all have a role in the evaluation process.

It is CLUE's goal to give the student an appreciation of the reasons for testing and give them practice in analyzing materials. By helping to make tests, students clarify purposes of the CLUE program and see the relationship between the program and evaluation.

# EVALUATION OUTLINE

I. Teacher evaluation of students
   A. Materials to be evaluated (textbook substitute)
      1. Student notebooks
      2. Behavior journals
      3. Tape recordings
      4. Checklists
      5. Scrapbooks
   B. Project
      1. Grade can be given for individual or group project
      2. Grade can be given for non-verbal activities in completion of project

II. Student evaluation of teacher
   A. Student-made tests
      1. Tests increase communication between teacher and student
      2. Tests may include categories teacher might leave out
   B. Teacher-made test for evaluation of self

III. Satellite classroom evaluation
   A. Teacher evaluation
      1. Aimed at specific results of satellite classroom
      2. Used for planning future trips and resource speakers
   B. Student evaluations
      1. Individual report
      2. Group report - to include
         a. Reaction to trip
         b. Activities
         c. Time spent in classroom
         d. What was learned
         e. Materials obtained
   C. Satellite teacher evaluation
      1. Completed at community site
      2. Designed to incorporate satellite classroom teacher as an integral part of teaching process

IV. Group Evaluation
   A. Student evaluation of group
      1. Developed through class cooperation
      2. Increases awareness of factors being evaluated
      3. Students evaluate each presentation
      4. Student commentary increases student involvement
   B. Teacher evaluation of group
      1. Teacher uses class produced evaluation form
      2. Teacher tabulates student's reaction
      3. Teacher meets with groups involved
      4. Teacher arrives at grade through group discussion

V. Formal evaluation
   A. Procedures
      1. Pre-test and post-test are given to evaluate effectiveness of teacher and program.
      2. Results of evaluations are periodically documented
      3. Evaluation atmosphere is determined by individual teacher
   B. Instruments
      1. Standardized test
      2. Teacher-made test
      3. Project-tested evaluation forms
         a. Attitude Toward Social Studies Scale
         b. Social Studies Activity Inventory
         c. Satellite Classroom Evaluation
         d. Media Evaluation Form
         e. Task Group Evaluation
         f. Resource Person Evaluation
         g. Social Studies Evaluation
         h. Teacher Evaluation Form For Students

# EVALUATION FORMS

This section is designed to aid the teacher in the evaluation of the program. This first part simply explains the evaluation forms that follow in the same order as the narrative. Many other forms can be made by the teacher and students. These are just examples that have been tested in the classroom.

## Attitude Toward Social Studies Scale

The Attitude Toward Social Studies Scale is an adaptation of an instrument developed by Remmer. It consists of twenty-five attitude statements about social studies that are ordered from most positive to most negative and requires a "true" or "false" response from the student. Each item has a previously determined weighted value. The subject score is obtained by finding the median statement receiving a "true" response and assigning the corresponding weighted value.

A post-test may be given at the end of the year to determine how these attitudes have changed. The same attitude test may be given for this purpose.

## Social Studies Activity Inventory

The Social Studies Activity Inventory form is a revision of an instrument used in evaluating the 1970-71 Nashville CLUE program. It is a composit of fifty statements describing possible student behaviors in social studies. From five possible choices the respondent selects the answer that most accurately describes his participation in the specific activities related to social studies instruction. The responses are tabulated into frequency distribution for analysis.

Satellite Classroom Evaluation

The Satellite Classroom Evaluation Form for Students is composed of two parts. The first part contains four sections. The first three sections contain statements concerning students' participation in three organizational stages comprising a complete satellite classroom activity: planning, on-site visit, and follow-up. These items require the subject to circle a "yes" or "no" response. The second part of the instrument provides corroborative information related to the satellite classroom planning, on-site visit, and follow-up. The data are presented using frequency distributions of responses.

The Satellite Classroom Evaluation Form for Teachers is designed to be used by the teacher to evaluate the same satellite classroom evaluated by the students. Through the use of this form teachers can perceive the degree of student participation in the satellite classroom.

Media Evaluation Form

The Media Evaluation Form is only one way to evaluate the students' use of the media. No point system was placed on the form to allow each individual teacher to use their own grading system. Each category can be graded on a ten point scale with a maximum total of one hundred points or the teacher can use a letter grade with the 4.0 system.

Task Group Evaluation

There are various ways to evaluate group work. Probably the best way to evaluate the group is to let the group evaluate itself. This soul searching reaps many benefits and gives the group a better understanding of group process. These evaluation forms are just examples. The individual

teacher can use his own resourcefulness and come up with a variety of forms. Included among these evaluation forms are: (1) Inter-group Relations Check Sheet, (2) Group Evaluation of the Performance of the Group, (3) Group Goal Assessment, (4) Group Problem Check Sheet, and (5) Class Evaluation of Small Group Presentation.

Resource Person Evaluation Form

This form is designed to inform the teacher of the usefulness of the resource speaker. Generally it is used for future reference. Teachers do not want to invite back a resource speaker that does not meet certain standards. If used wisely, this form can save the classroom teacher many headaches.

Social Studies Evaluation

This form can be used in conjunction with the report card. Students and parents should be given more than just a grade and this form fits that purpose. It explains where the problems lie which means the student can concentrate on a particular problem.

Teacher Evaluation Form for Students

Many teachers may resent this form for obvious reasons, but there is a purpose for it. That purpose probably can best be described with one word - communication. The student feels he has a say in classroom procedure. With this feeling a teacher can expect better cooperation from the students.

# ATTITUDE TOWARD SOCIAL STUDIES

Name_____ Sex_____
School_____ Grade_____
Date_____

Please read each of the following statement carefully.

Put a "T" in the space beside the item number if you feel that the statement is true.

Put an "F" in the space if you feel that the statement is false.

_____1. I am crazy about social studies.

_____2. If I had my way, I would make everybody study social studies.

_____3. Social studies is one subject I know I will need.

_____4. Social studies is very appealing to me.

_____5. There are more good parts to social studies than bad ones.

_____6. Social studies will help pupils get along with others as well as make them smarter.

_____7. Social studies is interesting.

_____8. Social studies is the subject most boys and girls need to take.

_____9. Teachers use good ways to teach social studies.

____10. Every year more students want to take social studies.

____11. Social studies has its bad points but I like it.

____12. Social studies might be good if it were taught right.

____13. My likes and dislikes for social studies are equal.

____14. Social studies is all right, but I do not want to take any more of it.

____15. No student cares about the way social studies is taught.

____16. To me social studies is sometimes boring.

____17. Social studies has many bad points.

____18. Social studies is not fun but everybody needs to take it.

____19. Most students are not helped by social studies.

____20. All of the things learned in social studies are very dull.

____21. Social studies has no place in the world today.

____22. Nobody likes social studies.

____23. Social studies is all nonsense.

____24. Social studies is the worst subject taught in school.

____25. I plan to take social studies again next year.

# ACTIVITY INVENTORY

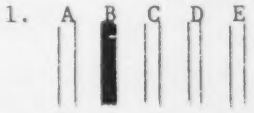
Directions: This is not a test. This is a list of things students sometimes do. Read each statement in the list and decide whether it tells what you have been doing. Then choose the answer which best describes your action from the following:

| Many Times | Sometimes | Once or Twice | Never | No Chance To |
|---|---|---|---|---|
| A | B | C | D | E |

Record your answer on the answer sheet as shown in the following example:

1. I have helped to keep the classroom neat and orderly.

   Answer: Sometimes




1. I helped the teacher and other students decide what we were going to study.
2. I helped the teacher and other students decide the important things we needed to learn from our study.
3. I helped decide how we were going to work.
4. I helped decide the materials we needed to use.
5. I helped decide places in the community we could use for study.
6. I helped decide how well I had learned the important things in our study.
7. I helped decide how well the group had worked together.
8. I helped find weak spots in our learning.
9. I answered when called on by the teacher.
10. I volunteered to answer without being called on.
11. I took part in discussions.
12. I gave my own ideas in group discussion.
13. I acted as the leader of discussion groups.
14. I worked in small groups or on committees.
15. I worked by myself on special projects of interest to me.

16. I worked by myself on programmed materials.

17. I made oral reports to the class.

18. I prepared written reports on work studied.

19. I took part in panels before the class.

20. I prepared outlines and summaries of readings.

21. I took part in debates.

22. I was permitted to work on projects which I decided were interesting to me.

23. I role-played various characters in social studies.

24. I took part in plays or dramatizations.

25. I listened to records dealing with the lessons.

26. I listened to tapes dealing with the lessons.

27. I made tapes dealing with the lessons.

28. I watched television as a part of classwork.

29. I looked at films dealing with the lessons.

30. I looked at filmstrips dealing with the lessons.

31. I helped to make filmstrips for classwork.

32. I looked at slides dealing with the lessons.

33. I helped to make slides to be used in class.

34. I used a camera to take pictures for classwork.

35. I read and interpreted maps.

36. I made maps relating to my study.

37. I used globes to get clear ideas of locations and directions.

38. I prepared charts pertaining to lessons.

39. I prepared graphs pertaining to lessons.

40. I helped to prepare bulletin board displays.

41. I made posters to show ideas learned.

42. I read supplementary books located in the classroom.

43. I checked books out of the school library.

44. I read newspapers and magazines.

45. I helped to create murals about things studied.

46. I built models of things studied.

47. I went on field trips to places in the city.

48. I helped to make the arrangement for places in the city to be visited.

49. I helped to make arrangements with people in the community to talk to our class.

50. I interviewed persons from the community for information on topics being studied.

51. I took part in school assembly programs related to social studies.

52. I attended school plays or other programs.

53. I took part in school plays or other programs.

54. I attended school athletic games.

55. I played on school athletic teams.

56. I belonged to one or more school clubs.

57. I sang in the school chorus.

58. I worked in the school office.

59. I worked in the library or materials center.

60. I played in the school band.

SATELLITE CLASSROOM EVALUATION FORM FOR STUDENTS

Part I: DIRECTIONS Read each statement. If you did what the statement says, circle that "yes" answer. If you did not do what the statement says, circle the "no" answer.

A. What I Did To Help Plan The Visit

| | | |
|---|---|---|
| 1. | I helped select the impact area we should study. | 1. YES NO |
| 2. | I helped select a specific topic within the cluster for indepth study. | 2. YES NO |
| 3. | I read materials or viewed films to get information about that topic. | 3. YES NO |
| 4. | I helped select the place we visited to get information on that topic. | 4. YES NO |
| 5. | I helped decide on the purposes of the visit. | 5. YES NO |
| 6. | I talked with someone at the place to be visited about the date, time, and purposes of our visit. | 6. YES NO |
| 7. | I helped make a list of questions to be asked at the place we visited. | 7. YES NO |
| 8. | I helped plan how we would collect information during the visit. | 8. YES NO |
| 9. | I helped make displays such as posters, charts, newsletters, etc. telling about the plans of our trip. | 9. YES NO |
| 10. | I helped decide what different jobs students would do during the visit. | 10. YES NO |

B. What I Did On The Visit

| | | |
|---|---|---|
| 1. | I helped keep records of the things we did on the visit by: | 1. |
| | (a) taking pictures | (a) YES NO |
| | (b) helping to make a movie of what we did | (b) YES NO |
| | (c) taping parts of the visit | (c) YES NO |
| | (d) keeping a written diary of what we did | (d) YES NO |
| | (e) using an observation sheet or checklist | (e) YES NO |
| | (f) taking notes | (f) YES NO |

2. I asked the satellite teacher at least one question. 2. YES NO

3. During the visit, I performed some job that adults who work there do. 3. YES NO

4. I conducted an interview or administered a questionnaire at the satellite classroom that I had prepared in advance. 4. YES NO

5. I worked with materials or equipment located at the satellite classroom. 5. YES NO

6. I had some free time to look around and talk with others on my own. 6. YES NO

7. I received some materials from the satellite teacher that pertained to the topic being studied. 7. YES NO

C. What I Did Following Our Visit

1. I helped report what we did and learned on the trip by:

| | | 1. |
|---|---|---|
| (a) | preparing a written report or giving an oral report or both | (a) YES NO |
| (b) | participating in a panel or group discussion | (b) YES NO |
| (c) | taking part in a play based on the trip | (c) YES NO |
| (d) | preparing a display (posters, bulletin boards, etc.) | (d) YES NO |
| (e) | helping to prepare a scrapbook or booklet about the trip | (e) YES NO |
| (f) | showing a movie or pictures of the trip | (f) YES NO |

2. As a result of the trip, I did further research on the topic by:

| | | 2. |
|---|---|---|
| (a) | reading additional materials | (a) YES NO |
| (b) | collecting additional information from other films, filmstrips, tapes, or records | (b) YES NO |
| (c) | talking with other resource persons about the topic | (c) YES NO |
| (d) | planning and making a visit to another place | (d) YES NO |

3. I helped decide the good parts and the bad parts of the trip. 3. YES NO

4. I wrote a thank-you note to the people at the place we visited. 4. YES NO

D. What The Teacher Did To Help Plan and Follow-up The Visit

| | | |
|---|---|---|
| 1. The teacher helped us decide what different jobs the students would do during the visit. | 1. YES | NO |
| 2. The teacher gave us ideas on how to report our visit before we went. | 2. YES | NO |
| 3. The teacher provided us materials and/or films that helped us work on our topic before our trip. | 3. YES | NO |
| 4. The teacher helped us write questions and prepare interviews before we went on our trip. | 4. YES | NO |
| 5. The teacher worked with us on using the camera and tape recorder before we went on our trip. | 5. YES | NO |
| 6. The teacher gave us enough class time to get ready for our visit. | 6. YES | NO |
| 7. After our visit, the teacher discussed with us what we had learned. | 7. YES | NO |
| 8. The teacher helped us prepare our report about the trip. | 8. YES | NO |
| 9. The teacher gave us other materials and/or films to help us as we worked on our report. | 9. YES | NO |
| 10. The teacher gave us enough class time to get our reports ready. | 10. YES | NO |

Part II: Directions Think about the purposes of the visit, how well the visit was organized and planned, the cooperation and helpfulness of the people at the place you visited, how much you learned on the visit, and the importance of what you learned. Then respond to the following statements.

1. List one or more things that you enjoyed about the trip.

2. List one or more things that you disliked about the trip.

3. List two or more important things that you learned on the trip.

4. How much class time did you have to plan the visit?

5. How much class time did you have to prepare your report?

6. How soon after your visit was your report presented?

SATELLITE CLASSROOM EVALUATION FORM FOR TEACHERS

DIRECTIONS for Parts I through III: Read each statement carefully. Then using the following response scale, place a check mark in the blank under the letter that represents the approximate percentage of students who participated in that activity.

Response Scale:

| | |
|---|---|
| A - All students | 100% |
| B - Most students | 75 - 99% |
| C - Many students | 50 - 74% |
| D - Some students | 25 - 49% |
| E - Few students | 1 - 24% |
| F - No students | 0% |

| I. What The Students Did To Help Plan The Visit | | A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| 1. | The students helped select the cluster we would study. | 1. | | | | | |
| 2. | The students identified specific problems for indepth study. | 2. | | | | | |
| 3. | The students helped gather information about the problem. | 3. | | | | | |
| 4. | The students helped select the place we visited to get information on the problem being studied. | 4. | | | | | |
| 5. | The students helped decide on the purpose of the visit. | 5. | | | | | |
| 6. | The students actively participated in arranging the visit by talking with someone at the place to be visited. | 6. | | | | | |
| 7. | The students helped make a list of questions to be asked at the place we visited. | 7. | | | | | |
| 8. | The students helped plan how we would collect information on the visit. | 8. | | | | | |
| 9. | The students made displays such as posters, charts, newsletters, etc.telling about the plans of our trip. | 9. | | | | | |
| 10. | The students helped decide what different students would do on the visit. | 10. | | | | | |

II. What The Students Did On The Visit

NOTE: If the classroom teacher participated in the satellite classroom visit, please respond to the items in II.

| | | A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| 1. | The students helped keep records of the things they did on the visit by: | 1. | | | | | |
| | (a) taking pictures | (a) | | | | | |
| | (b) helping to make a movie of what they did | (b) | | | | | |
| | (c) taping parts of the visit | (c) | | | | | |
| | (d) keeping a written diary of what they did | (d) | | | | | |
| | (e) using an observation sheet or check-list | (e) | | | | | |
| | (f) taking notes | (f) | | | | | |
| 2. | The students got to ask the satellite teacher questions. | 2. | | | | | |
| 3. | During the visit, the students performed some jobs that adults who work there do. | 3. | | | | | |
| 4. | The students conducted interviews or administered questionnaires at the satellite classroom that they had prepared in advance. | 4. | | | | | |
| 5. | The students had an opportunity to work with materials or equipment at the place visited. | 5. | | | | | |
| 6. | The students had some free time to look around and talk with others on their own. | 6. | | | | | |
| 7. | The students or class received some materials at the satellite classroom that pertained to the problem being studied. | 7. | | | | | |

| III. What the Students Did Following the Visit | | A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| 1. | The students reported what they did and learned on the trip by: | 1. | | | | | |
| | (a) preparing a written report or giving an oral report or both | (a) | | | | | |
| | (b) participating in a panel or group discussion | (b) | | | | | |
| | (c) taking part in a play based on the trip | (c) | | | | | |
| | (d) preparing a display (posters, bulletin boards, etc.) | (d) | | | | | |
| | (e) helping to prepare a scrapbook or booklet about the trip | (e) | | | | | |
| | (f) showing a movie or pictures of the trip | (f) | | | | | |
| 2. | As a result of the trip, the students did further research on the topic by: | 2. | | | | | |
| | (a) reading additional materials | (a) | | | | | |
| | (b) collecting additional information from other films, filmstrips, tapes or records. | (b) | | | | | |

A B C D E F

(c) talking with other resource persons about the topic (c)___ ___ ___ ___ ___ ___

(d) planning and making a visit to another place (d)___ ___ ___ ___ ___ ___

3. The students helped decide the good parts and the bad parts of the trip. 3.___ ___ ___ ___ ___ ___

4. The students wrote a thank-you note to the people at the place they visited. 4.___ ___ ___ ___ ___ ___

DIRECTIONS for Parts IV and V: Read each statement carefully. Respond to each statement by circling the appropriate answer.

IV. What I Did To Help Plan The Visit

1. I helped identify the place to be used as a satellite classroom. 1. YES NO

2. I planned with the satellite teacher prior to the students' visit. 2. YES NO

3. I helped students identify the purpose for the visit. 3. YES NO

4. I helped students plan and allocate the on-site activities. 4. YES NO

5. I helped students plan a method of reporting before their visit. 5. YES NO

6. I provided print and/or audiovisual resources for students to use in planning their visit. 6. YES NO

7. I served as a process consultant to group interaction as planning occurred. 7. YES NO

8. I provided skills instruction in interviewing for this specific visit. 8. YES NO

9. I provided skills instruction related to effective use of the camera and tape recorder for this specific visit. 9. YES NO

V. What I Did Following The Visit

1. Through discussion and questionning in small groups, I helped students analyze the data collected. 1. YES NO

2. I helped students develop and produce their reports. 2. YES NO

| | | | | |
|---|---|---|---|---|
| 3. | I provided additional print and/or audio-visual resources for students to use in preparing their reports. | 3. | YES | NO |
| 4. | I provided class time for students to prepare their reports. | 4. | YES | NO |
| 5. | I served as a process consultant to group interaction as students prepared their reports. | 5. | YES | NO |

MEDIA EVALUATION

NAME _____ GRADE _____

| | EXCELLENT | ABOVE AVERAGE | AVERAGE | BELOW AVERAGE | POOR |
|---|---|---|---|---|---|
| CREATIVITY | | | | | |
| RESOURCEFULNESS | | | | | |
| QUALITY | | | | | |
| TEAM WORK | | | | | |
| INVOLVEMENT | | | | | |
| RELEVANCE | | | | | |
| RESEARCH | | | | | |
| EQUIPMENT SKILLS | | | | | |
| USEFULNESS | | | | | |
| TOTALS | | | | | |

_____
Type Of Presentation

# INTER-GROUP RELATIONS CHECK SHEET

This questionnaire is an attempt to discover how group members feel about the group? Is it friendly? Is it stimulating? Does it know how to control its behavior? Answers to the questions below will help us improve group activities and relationships.

Underneath each question is a line upon which you should check your answer. Check (+) at the left if your answer is yes, good, like it, or plus. Check (-) at the right of your answer if it is no, poor, dislike it, or minus. Check (0) in the middle if your answer is some, fair, partly, or zero.

| Yes<br>Good<br>Like It<br>Plus | | Some<br>Fair<br>Partly<br>Zero | No<br>Poor<br>Dislike It<br>Minus |
|---|---|---|---|
| _____ | 1. How friendly were the group members? | _____ | _____ |
| _____ | 2. Was the leader autocratic? | _____ | _____ |
| _____ | 3. Was there much disagreement? | _____ | _____ |
| _____ | 4. Were little cliques formed? | _____ | _____ |
| _____ | 5. Did the group act like a united group? | _____ | _____ |
| _____ | 6. Did everyone have a chance to participate? | _____ | _____ |
| _____ | 7. Did some members act uppish? | _____ | _____ |
| _____ | 8. Do you like the members? | _____ | _____ |
| _____ | 9. Did the members waste time? | _____ | _____ |
| _____ | 10. Did the group waste time? | _____ | _____ |
| _____ | 11. Did the members pay attention? | _____ | _____ |

GROUP EVALUATION OF THE PERFORMANCE OF THE GROUP
MEMBERS WHO WENT ON THE SATELLITE CLASSROOMS

Name of group member being evaluated _____

Date of evaluation _____

(1) The amount of facts gathered by this student was
A. much more than I expected
B. more than I expected
C. so-so
D. less than I expected
E. much less than I expected

Why do you think this was true? _____

_____

(2) After this student shared his information with us I felt that it was
A. very clear
B. pretty clear
C. so-so
D. not so very clear
E. not clear at all

What made you feel this way? _____

_____

(3) The data (such as pictures, answers to questions, slides, tape recordings, pamphlets, etc.) gathered by this student was
A. much more than I expected
B. more than I expected
C. so-so
D. less than I expected
E. much less than I expected

Is there any reason why this was true? _____

_____

(4) How do you feel about the way this person carried out his job of being the eyes and ears for the group?
A. very satisfied
B. pretty well satisfied
C. only a little satisfied
D. not satisfied

What makes you feel this way? _____

_____

(5) How do you feel about your group's chances for a successful presentation?
A. very confident
B. pretty confident
C. only a little confident
D. not very confident

What makes you feel this way? _____

_____

GROUP GOAL ASSESSMENT

1. What is the group goal? Has the goal been accurately verbalized in the group?

2. Do members share an understanding of the goal? Did members overtly agree to the goal?

3. Do members agree to desirability of the goal?

4. Do members agree to the feasibility of reaching the goal? Is the time adequate?

5. What information does the group need to reach the goal? Is the information available in the group or must some homework be done?

6. Does the group have the authority to implement a plan of action? If not, do they know how to gain sanction for their plan?

# GROUP PROBLEM CHECK SHEET

Every group should try to discover how the members feel about its program. Are the problems of concern to you? Does it do business without delay? Answers to the questions below will help us make our program more satisfactory.

Underneath each question is a line upon which you should check your answer.
Check at the left end if your answer is "yes, good, like it or plus."
Check at the right if your answer is "no, poor, dislike it, or minus."
Check the center if your answer is "some, fair, partly, or zero."

| Yes<br>Good<br>Like It<br>Plus | | Some<br>Fair<br>Partly<br>Zero | No<br>Poor<br>Dislike It<br>Minus |
|---|---|---|---|
| _____ | 1. Did you think the problem discussed was interesting? | _____ | _____ |
| _____ | 2. Did you think it was useful? | _____ | _____ |
| _____ | 3. Did you think it was urgent? | _____ | _____ |
| _____ | 4. Did you think it was too difficult? | _____ | _____ |
| _____ | 5. Did you clearly understand it? | _____ | _____ |
| _____ | 6. Did group members have all the facts they needed? | _____ | _____ |
| _____ | 7. Did the discussion advance step by step orderly? | _____ | _____ |
| _____ | 8. Did you like the decisions reached? | _____ | _____ |
| _____ | 9. How skillfully does the group conduct its business? | _____ | _____ |
| _____ | 10. Were trivial problems discussed? | _____ | _____ |

11. What was the group trying to do today? ( Write answer )

12. What are the group's major objectives? ( Write answer )

CLASS EVALUATION OF SMALL GROUP
PRESENTATION

Topic group presented _____

Name of group leader _____

Date of evaluation _____

(1) How much do you think you learned today?
- A. Don't think I learned much
- B. Learned a little bit
- C Learned quite a lot
- D. Learned a whole lot today

Please write why you feel this way. _____

_____

(2) The information this group shared with me was
- A. Very clear
- B. Pretty clear
- C. Not so very clear
- D. Not clear at all

What do you think was the reason for this? _____

_____

(3) What was the overall behavior of the group members like during their presentation?
- A. They were serious about their job
- B. They were pretty serious about their job
- C. They were not very serious about their job
- D. They didn't take their job seriously at all

What things did the group members do to make you feel this way? _____

_____

(4) During this group's presentation, how did you feel about what was going on?
- A. Wide awake and very interested
- B. Pretty interested, kind of bored part of the time
- C. Not very interested, bored quite a lot of the time
- D. Didn't like it, felt bored and not with it

What went on to make you feel this way?_____

_____

PLEASE HELP THE MEMBERS OF THIS GROUP TO LEARN FROM THIS EXPERIENCE BY PROVIDING THEM WITH SOME SUGGESTIONS AS TO WAYS THEY COULD HAVE IMPROVED THEIR PRESENTATION. YOU MIGHT ALSO POINT OUT THOSE THINGS THEY DID THAT YOU FOUND TO BE VERY EFFECTIVE. THANK YOU FOR YOUR HELP.

HOW DID YOUR RESOURCE PERSON WORK OUT?

SCHOOL - TEACHER

TOPIC: CONSUMER EDUCATION
HEALTH
COMMUNICATIONS
CRIME AND JUSTICE
OTHER _____

RESOURCE PERSON _____

ORGANIZATION HE REPRESENTS _____

SPECIFIC SUBJECT RESOURCE PERSON
CAME TO DISCUSS _____

---

RESOURCE PERSON

1. Well versed in subject? yes _____ no _____
2. Interesting and made subject come alive? yes _____ no _____
3. Any handouts for students? yes _____ no _____
4. Was presentation illustrated? yes _____ no _____

   If yes, slides _____, pictures _____, movies _____, other _____

STUDENTS

1. Interested in your speaker? yes _____ no _____
2. How many questions asked of speaker? more than usual _____
   about the same _____ fewer than usual _____
3. Were questions mostly spontaneous _____, written in advance _____
4. Was language used by speaker at students' grade level? yes _____ no _____
5. How much time was needed to prepare for this speaker? more than average ____
   average _____ less than average _____

WAS THIS PRESENTATION:
filmed _____
audiotaped _____
sketched _____

WOULD YOU RECOMMEND THIS SPEAKER TO ANOTHER TEACHER?
yes _____ no _____

ADDITIONAL COMMENTS: please put on back of this page

SOCIAL STUDIES EVALUATION

NAME_____ GRADE_____ TEACHER_____

A check mark means that the student needs to improve in that skill:

| | GRADE PERIODS | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **I. Individual Work** | | | | |
| A. Shows initiative | | | | |
| B. Completes individual work | | | | |
| C. Does not disturb others | | | | |
| D. Participates positively on a trip | | | | |
| E. Presents oral reports well | | | | |
| F. Map skills | | | | |
| G. Interviewing skills | | | | |
| H. Listening skills | | | | |
| I. Is able to work without immediate teacher supervision | | | | |
| **II. Group Participation** | | | | |
| A. Shows leadership in group discussion | | | | |
| B. Contributes ideas | | | | |
| C. Helps include other students | | | | |
| D. Helps group reach goal | | | | |
| E. Talks more than his share of time | | | | |
| F. Fails to stay on subject | | | | |
| G. Disrupts the group | | | | |
| H. Does not participate | | | | |
| I. Does not express himself clearly | | | | |
| **III. Problem Solving** | | | | |
| A. Is able to identify problems from data | | | | |
| B. Is able to suggest information resources for solving problems | | | | |
| C. Gathers data thoroughly | | | | |
| D. Is able to suggest solutions to problems | | | | |

IV. Other Comments _____

_____

_____

# TEACHER EVALUATION FORM FOR STUDENTS

| MY TEACHER | NEARLY ALWAYS | SOMETIMES | HARDLY EVER |
|---|---|---|---|
| 1. Starts class on time | _____ | _____ | _____ |
| 2. Has interesting lessons planned | _____ | _____ | _____ |
| 3. Has reasonable requirements | _____ | _____ | _____ |
| 4. Gives enough information | _____ | _____ | _____ |
| 5. Makes assignments clear | _____ | _____ | _____ |
| 6. Gives time for required work | _____ | _____ | _____ |
| 7. Makes deadlines clear | _____ | _____ | _____ |
| 8. Keeps order in class | _____ | _____ | _____ |
| 9. Enforces school rules | _____ | _____ | _____ |
| 10. Lets everyone take part | _____ | _____ | _____ |
| 11. Tries to find quilty one instead of punishing the whole class | _____ | _____ | _____ |
| 12. Controls temper | _____ | _____ | _____ |
| 13. Has knowledge of subject | _____ | _____ | _____ |
| 14. Takes students opinions seriously | _____ | _____ | _____ |
| 15. Is considerate of each student | _____ | _____ | _____ |
| 16. Tries to understand students | _____ | _____ | _____ |
| 17. Has sense of humor | _____ | _____ | _____ |
| 18. Doesn't have "pets" | _____ | _____ | _____ |

19. My teacher is very good_____
average_____
below average_____

Why? _____

_____

20. These are things you can do to be a better teacher next semester.

_____

_____

_____

DO NOT SIGN YOUR NAME UNLESS YOU WANT TO!

# PROCESS OBSERVERS CHECKLIST

OBSERVER'S NAME _____

The Small Group's Task Was _____

_____

_____

## LEADERSHIP

1. Who was the leader? _____

2. In the list below, put a check beside the things you saw the leader do.

   Stated the job of the group ____

   Called on people who weren't talking ____

   Kept the group on the subject ____

   Gave ideas ____

   Asked people for suggestions ____

   Got the group to make decisions ____

   Tried to control "blockers" ____

3. Was leadership shared? Yes ____ No ____

## PARTICIPATION

1. Did most people in the group take part? Yes _____ No _____

2. Was anybody shut out (excluded) by the rest of the group? Yes _____ No _____

3. Did one or two people act bossy toward group members? Yes _____ No _____

4. Did any sub-groups form? Yes _____ No _____

5. Were most group members friendly to each other? Yes _____ No _____

6. Was anyone rude or selfish? Yes _____ No _____

ROLES

Write in the names of people you saw playing the following roles. Be able to give reasons why.

Leader _____

Idea-giver _____

Supporter _____

Dependent _____

Recorder _____

Blocker _____

Deviant _____

| DECISION-MAKING | Yes | No |
|---|---|---|
| 1. Did the group get a lot of ideas before deciding what to do? | ____ | ____ |
| 2. Did everyone agree to the decisions made? | ____ | ____ |
| 3. Was the job of the group too difficult for its members? | ____ | ____ |
| 4. Did the group waste time? | ____ | ____ |
| By talking off the subject | ____ | ____ |
| By arguing with each other | ____ | ____ |
| By asking the teacher unnecessary questions | ____ | ____ |
| By moving around the room | ____ | ____ |
| By "playing" with Yo-Yo's or other toys | ____ | ____ |
| By yelling across the room | ____ | ____ |

| COMMUNICATION | | |
|---|---|---|
| 1. Did the group members listen to each other? | ____ | ____ |
| 2. Did the group members interrupt each other? | ____ | ____ |
| 3. Did the group talk too loud? | ____ | ____ |

GOOD GROUP PERFORMANCE

Personal Appearance

1. Spoke very clearly.
2. Didn't act nervous or giggle
3. Didn't hesitate
4. Didn't act stupid, laugh, or kid-around
5. Didn't waste time, didn't goof off
6. Looked interested
7. Didn't say same thing over and over
8. Responded well to trivial questions
9. Concerned about how the class felt
10. When they made a mistake, they didn't get uptight
11. Answered questions with poise
12. Made it "funny"
13. Tried to say everything in understandable words
14. Didn't let emotions interfere

Technical Work

1. Good interview on tape recorder
2. Waited after each slide for questions
3. Made up crosswork puzzle
4. Used several different ways of presenting material
5. "It was interesting when they went to our table and talked with us"
6. Knew facts about pictures they showed
7. Lots of pictures
8. Good posters
9. Distributed type-written information sheet to help listeners

Material Covered

1. Gave introduction
2. Gave history
3. Obtained lots of information, explained it well
4. Told many interesting facts, know what they were talking about
5. Well-organized and well-planned
6. Serious about report
7. Told "new" facts about well-known spots
8. Studied a lot in preparation
9. Quick and clear presentation
10. "Did job to perfection" "Facinating report"
11. Stuck to subject
12. Tried their best

Group Work

1. All in group participated
2. Group helpful to each other

Specific Information

1. Compared "old" and "new" at Parthenon
2. Good "role playing" for Sheriff and WLAC
3. Good point in Horace Small report about how payroll helps economy of Nashville

Not too hot in room.

EVALUATION OF CLASS REPORTS

DIRECTIONS: PLEASE CHECK (/) THE COLUMN THAT YOU FEEL BEST DESCRIBES YOUR LEVEL OF WORK IN EACH AREA.

| | GOOD | FAIR | POOR |
|---|---|---|---|
| 1. IN YOUR OWN WORDS | | | |
| 2. ENOUGH FACTS | | | |
| 3. SOMETHING THE GROUP HAS LEARNED TOGETHER | | | |
| 4. HAD A VOCABULARY LIST AT THE END OR EXPLAINED HARD WORDS IN THE PAPER | | | |
| 5. MAKES SENSE | | | |
| 6. NEAT | | | |
| 7. INTERESTING | | | |
| 8. YOU TRIED | | | |
| 9. YOU SHOWED IT TO SOMEONE ELSE TO SEE IF HE COULD UNDERSTAND IT | | | |

NAME _____

# RESOURCES AVAILABLE

Teacher

Student

Audio-Visual

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"Citizenship Denied: A Diary of a Young Girl"
"Civil Disobedience: A Higher Law?"
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